

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Addams Elementary**

School Plan for Student Achievement  
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](https://lbschools.net/lcap). The LCAP Federal Addendum is presented at: [lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans](https://lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans)

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at [lbschools.net/departments/strategic-planning](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 2:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 3:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

SBAC ELA, Down 5% from 36% to 31% iReady: We ended last year with 35% of students are on grade level. Down 8% from previous year on Diagnostic 3. Females out performed boys by 10% 5th grade was above at risk concern level for two consecutive years but went down 12% PD Focus: Teachers will collaborate to implement Quality Core Instruction by: Planning for instruction with clear learning intentions and success criteria. Using formative assessment to plan for whole group instruction and skill-based small group instruction. Creating opportunities for student discourse to strengthen listening and speaking skills and use of academic language across content areas.

### ELA Goals

Addams students will increase 10% on ELA SBAC from 31% to 41%.

Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Teachers will collaborate to implement Quality Core Instruction by: Planning for instruction with clear learning intentions and success criteria. Using formative assessment to plan for whole group instruction and skill-based small group instruction. Creating opportunities for student discourse to strengthen listening and speaking skills and use of academic language across content areas.

Teachers will receive targeted coaching in release days.

Focused PD's will cycle back to previous PD's and instructional focuses (Thinking Maps, WFTB, Guided Reading etc...)

Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

SBAC Math Down 1%, 30% to 29% AA scored 17% (a difference of 14%) ELs scored 19% (a difference of 12%) 3rd grade was above at risk concern level for two consecutive years but went down 4% Fourth grade students had 2% growth

**Math Goals**

Addams students will increase 10% on Math SBAC from 29% to 39%.

Action Plan: Continue best practices with focus on 5E lessons and QCI trainings for grades 3-5.  
Math coaching cycle for grades 3-5 teachers.  
District QCI math training for grades K-2

Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC.

**Comprehensive Needs Assessment: English Learners**

**English Learner Findings**

An achievement gap exist between ELs and non ELs in ELA, MATH and FRSA. In K-5 ELLs have a greater need for foundation skills than non ELL Focusing strategic EL (and AA) students that will give us 10% growth ELL and AA significant subgroups below at risk concern level.

**English Learner Goals**

If we are committed to the planning, collaboration and implementation of culturally relevant, responsive and engaging instructional practices in ELD, then students will reflect the most rigorous, high-quality instructional experiences with a greater sense of belonging, purpose and academic confidence.

Goal: 50% or more of English Learners will make progress toward English language proficiency (grow one level or maintain) ML Reclassified by 5th grade

Action Plan: Continue both integrated and designated ELD strategically grouping students by adjacent EL levels.  
Continue ELD PD around assessed ELPAC skills.  
Add additional resources - Frames for Fluency to support newcomers.  
Follow QCI approach via designated and integrated ELD

Progress will be monitored through formative assessments in Summit K-12, Frames for Fluency, Wonders ELD, ELA assessments and ELPAC Summative Assessment



## Comprehensive Needs Assessment: Culture/Climate Domain

<b>Culture/Climate Findings</b>
Addams Winter Pulse Survey results are comparable to the district average. Identity results showed 80 favorability rating. Agency results showed 74 favorability rating. Belonging results showed 74 favorability rating. On the CORE survey, we are slightly above the district on school safety but will continue to seek improvements. We need to work on safety. Need some improvement in Sense of Belonging and Safe & Civil. Our climate and support average of 85% is higher than the district average (77%).

<b>Culture/Climate Goals</b>
<p>Goal: Black Addams students sense of personal belonging will be equal to or greater than non-Black students by June 2025.            Currently, Students sense of belonging (Do you feel like part of this school?) is at 73% School Wide (69% Latino Students vs 68% Black Students)</p> <p>Action Plan: Continue counseling services and SEL curriculum and attendance incentives.            Establish PBIS team with regular meetings to monitor culture/climate and create interventions            Regular SBDM meetings devising action plans to address culture and climate issues            Revisiting Tier 1 interventions and implementing new practices to support students overall well being</p> <p>Progress will be monitored through data collection from office referrals, counselor, MTSS team, behavioral interventionists, feedback and input from PBIS and SBDM teams, general observation of school climate, attendance monitoring and Core Survey.</p>

## Comprehensive Needs Assessment: SPSA Effectiveness

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
ELA	1) Goals:	Goal Partially or Not Met	iReady-35% at or above SBAC - 31% at or above	Continue best practices with emphasis on district QCi trainings.

1. iReady ELA -50% of all students in grades 1-5, including AA, ELL/RFEP's will be on or above grade level by the end of the year.  
2. SBAC ELA - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.  
3. FRSA - 70% of all students in grades K-2 students will be on track on FRSA skills by the end of the year.

2) Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, Language Wall, Kagen Cooperative Learning, English Language Development, Write From the Beginning and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.  
Progress Monitoring: Progress

FRSA - 48% at or above K-2

Targeted coaching in release days  
Focused PD's cycling back to previous PD and instructional focuses (Thinking Maps, WFTB, Guided Reading etc...)  
Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC.

	will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.			
Math	<p>1) Action Plan: Implementation of a structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and</p>	Goal Partially or Not Met	iReady - 24% at or above on diagnostic 3 SBAC - 29% ST Math - unable to gather specific ST Math time results. Students completed and average of 47% of the program.	Continue best practices with focus on 5E lessons and QCI trainings. Math coaching cycle for 3-5 teachers. Monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC.

SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5

2) Goals:

1. iReady Math -40% of all students in grades 1-5, including AA, ELL/RFEP's will be on on or above grade level by the end of the year.
2. SBAC Math - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.
3. 90% of students will meet their recommended minutes per week in ST Math

English Learner	<p>1) Goal: All ELL students will make one level of growth (beginning, somewhat/moderately, well-developed) on at least 1 of the ELD domains (reading, writing, listening, speaking) Redesignation rate of 27%</p> <p>2) Action Plan: Implementation of integrated and designated ELD. Using professional development from the district and site IIC, along with Wonders ELD materials and ELPAC, teachers will consistently implement integrated and designated ELD instruction. All EL students will receive 30 minutes of designated ELD daily along with integrated ELD. Newcomers and level 1 EL students will have access to the Lexia English digital platform. Level 3 students will have access to Summit K-12 digital platform. Progress Monitoring: Progress will be monitored through formative assessments, digital platforms (Lexia English and Summit K-12), ELPAC and related ELA assessments.</p>	Goal Partially or Not Met	<p>84% of students increased a level (District average 77%)</p> <p>16.4% achieved redesignation (District average 10%)</p> <p>Reclassification 15 5th grade 5 4th grade 15 3rd grade 4 2nd grade 4 1st grade 7 Kinder</p> <p>50 students reclassified 66 students achieved level 3</p>	<p>Continue both integrated and designated ELD strategically grouping students by adjacent EL levels. Continue ELD PD around assessed ELPAC skills Add additional resources - Frames for Fluency Follow QCI approach via designated and integrated ELD Progress will be monitored through formative assessments, Summit K-12, Frames for Fluency, ELPAC and related ELA assessments.</p>
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Culture/Climate	<p>1) Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Motivational Monday, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance.</p> <p>Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and Core Survey. 2) Goal:</p> <p>Increase Sense of Belonging to 74%</p> <p>Increase Safety to 73%</p> <p>Attendance - 96% overall</p> <p>Chronic attendance - 20%</p>	Goal Partially or Not Met	<p>Belonging increased 2 to 72%</p> <p>Safety - 67%</p> <p>Attendance - 91%</p> <p>Chronic attendance -28.9%</p>	<p>Continue counseling services and SEL curriculum and attendance incentives.</p> <p>Establish PBIS team with regular meetings to monitor culture/climate and create interventions</p> <p>Regular SBDM meetings devising action plans to address culture and climate issues</p> <p>Revisiting Tier 1 interventions and implementing new practices to support students overall well being</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The counselor will implement in class counseling lessons and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math) ). As well, 46 students are currently identified as needing Tier II &amp; Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American &amp; 5% other. (IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>The assistant principal will implement a Response to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and parent involvement. (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Additional Psychologist time opportunities to provide supports and interventions to our tier 2 and 3 students before an assessment plan is needed for academics and social emotional needs. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>An additional, instructional, academic literacy TOSA is requested for supports of implementing our newly adopted writing program. This TOSA would support the teachers through coaching, writing lessons, planning and implementation. (IN 4)</p>	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 5)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Grades TK-5 teachers will be co-teaching alongside ground education instructors. These lessons will consist of curriculum which will embed outdoor garden, science while including ELA, S.S., and visual arts. As well the ground education program will develop and grow student's capacity for wonder, cultivate a space to think, explore, and nurture decision-making. (IN 6)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Somewhat Impactful
To support culture and identity at Addams. 5th grade students will participate in Conga Kids, a weekly cultural dance experience where students were learn dances of many cultures and generations. This experience is meant to improve conditions of sense of belonging and identity among AA and EL students. Students will learn dances and compete across schools in LA to represent our school. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Summit K-12 licenses to provide intervention for EL students. To create an individualized learning plan to support language development and language proficiency in the four domains (listening, speaking, reading, writing). (IN 8)	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact	Limited or no impact
Teachers to provide parent workshop to support EL, at-promise and all student interventions at home. (PI 1)	Limited or no impact	(Does not apply to this goal)	Limited or no impact	Limited or no impact
ELD supplemental materials will be needed to support EL learners and our efforts to improve designated ELD instruction, including professional reading for staff and learning materials for EL students. (SM 1)	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact	Somewhat Impactful
Supplemental technology is needed to support interventions for at-risk students and EL students to enhance curricular experiences. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill  Informational text and literature selections to



<p>focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Identified target students to help us close the achievement gap between our highest performing students and major sub groups. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Culture-Climate Survey (Parent) 20	After School tutoring provided by Classroom Teachers	African-American, English Learners, Identified At-Risk Students	LCFF \$55,527 Teacher Hourly Extra Comp ( 11 ) for 54 hours annually - LCFF 100%	08/27/2024 - 06/12/2025 Daily	Teachers IIC Leadership Team Admin	Sign-in Intervention Tracker on LRIOX Post Survey SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Culture-Climate Survey (Parent) 20

targeted students SBAC ELA 20, Elementary Reading - FRSA 60, Attendance/Chronic Absenteeism Rate 20	Many struggling readers lack the skills needed to enter into the Soday Kit 1 System. To remedy this, interveniton and CCT teachers at K-1-2 would like to purchase the Let's Play Learn Kit which precedes System 1 and instructs students on the pre-primer skills necessary to be successful in the Soday Program.	English Learners, All Staff	Title 1 \$1,495 Materials - Title 1 100%	10/25/2024 - 06/12/2025 Daily	Principal, AP	FRSA, formative assessment, iReady, SBAC SBAC ELA 20, Elementary Reading - FRSA 60, Attendance/Chronic Absenteeism Rate 20
Students at risk of not being a grade level. All students Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	Ground Education will work directly with students, staff and school volunteers by leading weekly classes, maintaining the garden space, engageing with families during school events.	Identified At-Risk Students, All Students	Title 1 \$13,000 Services - Title 1 100%	08/26/2024 - 06/13/2025 Weekly	Ground Education Staff Admin	CORE Survey Attendance Reports Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50

Visual and auditory supports for instruction and assessment for students and staff. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Supplemental technology is needed to support interventions for at-risk students and EL students to enhance curricular experiences.	English Learners, Identified At-Risk Students, Newcomers, All Staff	Title 1 \$5,000 Materials - Title 1 100%	08/26/2024 - 06/13/2025 Daily	Librarian, teachers, Admin. staff.	ELPAC, i-Ready, SBAC Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50
EL students and their teachers SBAC ELA 20, SBAC Math 20, EL Reclassification 60	ELD supplemental materials (Frames from Literacy) will be needed to support EL learners and our efforts to improve designated ELD instruction, including professional reading for staff and learning materials for EL students.	English Learners, All Staff	Title 1 \$1,922 Materials - Title 1 100%	08/26/2024 - 06/13/2025 Daily	Principal, AP	ELPAC, redesignation scores, formative assessment, iReady, SBAC ELA 20, SBAC Math 20, EL Reclassification 60
CORE Survey data Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$78,558 Hourly - Recreation Aide ( 8 ) for 498 hours annually - LCFF Rec 100%	08/27/2024 - 06/13/2025 Daily	Rec aides	CORE Survey results Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40

Tier 2 and 3 students at promise students SBAC ELA 50, Culture-Climate Survey (Student-Staff) 50	Additional Psychologist time opportunities to provide supports and interventions to our tier 2 and 3 students before an assessment plan is needed for academics and social emotional needs.	Identified At-Risk Students	Title 1 \$37,035 Psychologist .2 FTE - Title 1 100%	08/28/2024 - 06/15/2025 Weekly	Psychologist	Monitoring with weekly meetings with counselor SBAC ELA  50, Culture-Climate Survey (Student-Staff) 50
Currently monitoring LSES, ELL, and Hisp., A.A. subgroups which include 264 students receiving Tier II and III support for academic (FRS). As well, 46 students are currently identified as needing Tier II and III behavioral support SBAC ELA 50, Culture-Climate Survey (Student-Staff) 50	The counselor will implement in class counseling lessons and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in	African-American, Hispanic	Title 1 \$90,248 Counselor .5 FTE - Title 1 100%	08/28/2024 - 06/15/2025 Daily	Counselor	Weekly meetings with the principal. SBAC ELA 50, Culture-Climate Survey (Student-Staff) 50

	<p>an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math) ). As well, 46 students are currently identified as needing Tier II &amp; Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American &amp; 5% other.</p>					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
We will offer parent workshops for students transitioning from T-K into kindergarten.	4th and 5th grade students participate in district sponsored college tours to LBCC and CalState Long Beach. 5th grade students will have an opportunity to visit Lindbergh Middle School. School will have a School of Choice parent meeting to help support choosing a middle school and electives. Counselor will meet with 5th grade classes to discuss transition to middle school.	
An optional meeting will be offered to TK parents.		

### Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

### Accountability Measure 3: Professional Development

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
PD to support teachers and the ELA focus SBAC ELA 40, Elementary Reading - FRSA 40, EL Reclassification 20	Planned planning time for teachers after school, led by Facilitator/Write from the Beginning Support Coach and K-2 Literacy Lead.	Title 1 \$5,609 Teacher Hourly Extra Comp ( 10 ) for 6 hours annually - Title 1 100%	08/24/2024 - 06/13/2025 Monthly	Admin K-2 Literacy Lead IIC Intervention Teacher	Agendas and feedback from teachers Formal and informal class visits to monitor implementation
To support teachers to target student in making a year's growth. SBAC ELA 40, SBAC Math 40, Culture-Climate Survey (Student-Staff) 20	Release time for teachers to plan, attend trainings and lead professional development in the area of ELA and Math	Title 1 \$16,236 Substitute teacher full day ( 5 ) for 12 days - Title 1 100%	08/23/2024 - 06/13/2025 Weekly	IIC Literacy K-2 Lead Math 3-5 Lead Intervention Teacher Principal and Assistant Principal	Agendas and feedback from teachers and Trainings
We need to train rec. staff on effective supervision. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 40	After school professional development for Rec. Staff in the area of PBIS and Trauma Informed Practices	LCFF \$631 Hourly - Recreation Aide ( 8 ) for 4 hours annually - LCFF 100%	08/23/2024 - 06/13/2025 Quarterly	Rec.Staff Admin FRC Counselor	Agendas Survey Office Referrals

**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Home to school communication Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 70	Based on the district ELA QCI focus of fluency and building knowledge and vocabulary, all students need access to materials that they can use for independent practice. To support this we would like to purchase book bags which will house leveled books, decodable text, and fluency passages. These bags of materials will be taken home to read with adults and further support parent engagement in the literacy development of their children.	Par Inv \$147 Materials - Par Inv 100%	08/28/2024 - 06/12/2025 Daily	Parents, Students and Teachers	Parent Signatures
In order to implement parent workshops effectively Culture-Climate Survey (Parent) 100	Provide child care during open house, back to school and parent workshops	Par Inv \$315 Hourly - Recreation Aide ( 2 ) for 8 hours annually - Par Inv 100%	09/01/2024 - 06/13/2025 Quarterly	Rec. Staff Admin	Sign-in sheets
We need to increase family enagement Culture-Climate Survey (Parent) 100	Purchase techonology, electronics, and materials to set up a new Parent Center.	Par Inv \$3,000 Materials - Par Inv 100%	08/23/2024 - 06/13/2025 Semester	Admin PTO Office Supervisor Family Engagement Facilitator	Agendas Surveys Attendance

Parents need to be notified of school events via packback and US Mail Culture-Climate Survey (Parent) 100	Office Supplies for home-school communication to include paper, envelopes and address lables.	Par Inv \$3,000 Materials - Par Inv 100%	09/01/2024 - 06/13/2025 Weekly	Office Supervisor PTO Admin	Participation of Events Attendance Surveys
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### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	207448
Title I Parent and Family Involvement (3008)	6601

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	92400

\* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

*The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Research/TISB LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

**Youth Orchestra**

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

**Assistance to Schools****Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

**Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

**Technology**

Supplemental technology support and devices to school sites



### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Oswaldo Ocampo	06-14-2025
Staff	Classroom Teacher	Alfredo Marrufo	06-14-2025
Staff	Classroom Teacher	Kelsey Brown	06-14-2026
Staff	Classroom Teacher	Lilia Sarria	06-14-2026
Staff	Other School Personnel	Tracy DeLucca	06-14-2025
Community	Parent/Community Member	██████ Lewis	06-14-2026
Community	Parent/Community Member	██████ Solorio	06-14-2025
Community	Parent/Community Member	██████ Voyles	06-14-2026
Community	Parent/Community Member	██████ Morgan	06-14-2026
Community	Parent/Community Member	██████ Chavez	06-14-2026

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Galindo
DELAC Representative	Parent of EL Student (required)	██████ Legaspi
Principal or Designee	Staff Member (required)	Oswaldo Ocampo
Secretary	Staff Member (required)	Tracy DeLucca

Name	Representing
██████ Orellana	Parent of EL Student
██████ Alvarez	Parent of EL Student
██████ Perez	Parent of EL Student
██████ Solorio	Parent of EL Student
██████ Fuentes	Parent of EL Student
██████ Godoy	Parent of EL Student
██████ Monzon	Parent of EL Student

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/02/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	The ELAC recommends using Frames for Fluency that was approved by SSC for newcomers and suggested training and sharing resources with teachers instructing level 1’s and 2’s. ELAC recommends that the site continue to use Summit K12 licenses for level 3 students for the ELPAC readiness and assign any extra licenses to teachers that request it.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results Reclassification Data Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/23/2024

6. What was SSC's response to ELAC recommendations?	SSC received the recommendations from ELAC. We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners. Members of SSC are in support of the recommended interventions. SSC already approved the purchase of Frames for Fluency. No other recommendations required monetary approval.
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## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2024
2. The SSC approved the **Home-School Compact** on 09/25/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/19/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/23/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

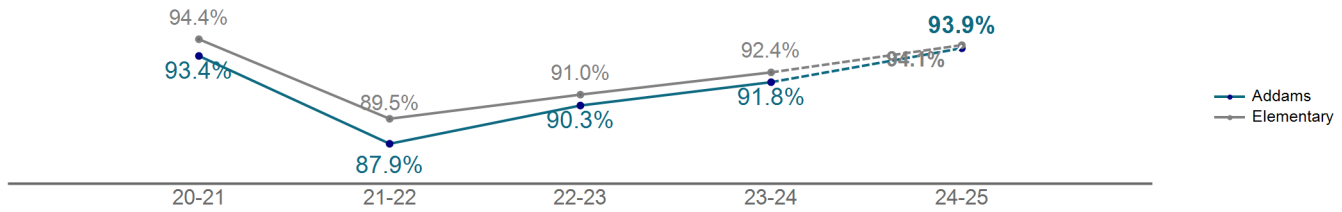
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

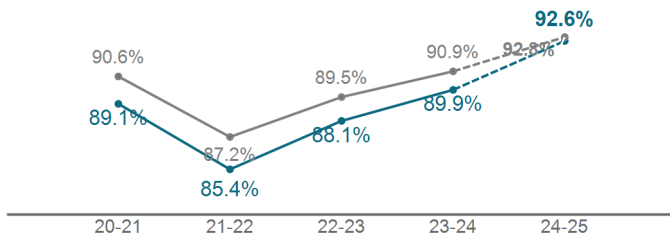
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# Attendance Rate

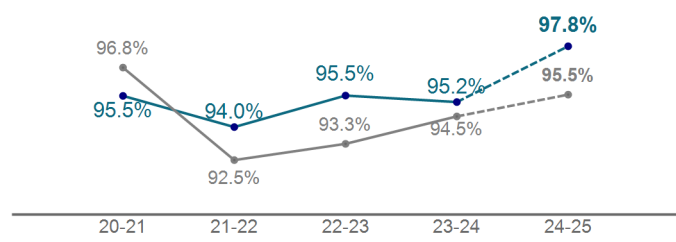
**Addams**  
All Students  
N = 723



**African American**  
N = 105



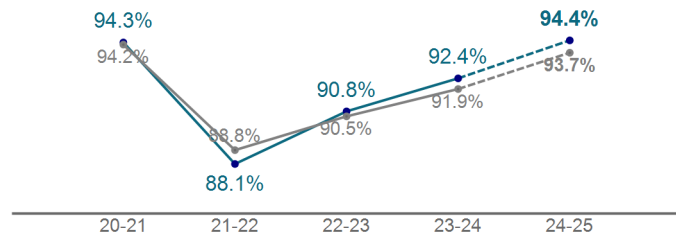
**Asian**  
N = 21



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 552



**Pacific Islander**

Subgroup with fewer than 20 students.

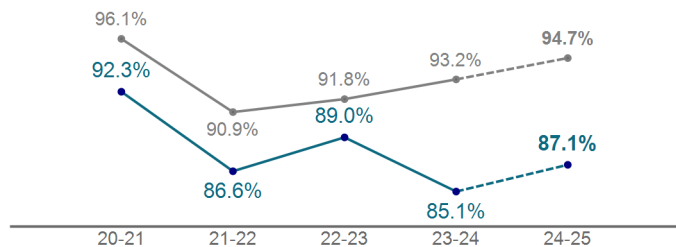
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

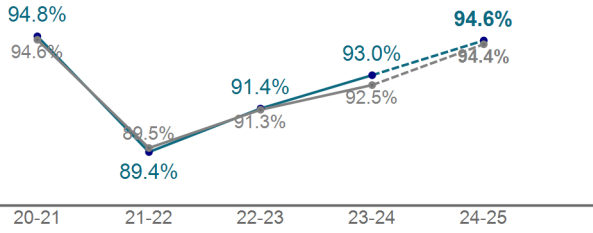
**Other**  
N = 27



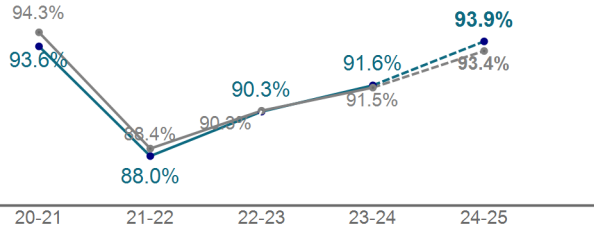
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

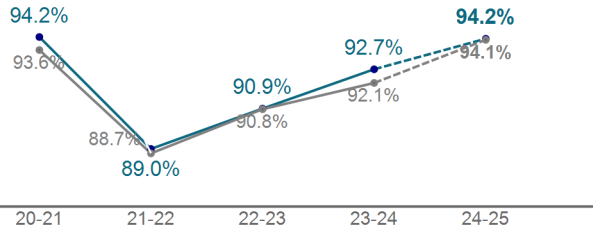
**EL + RFEP**  
N = 262



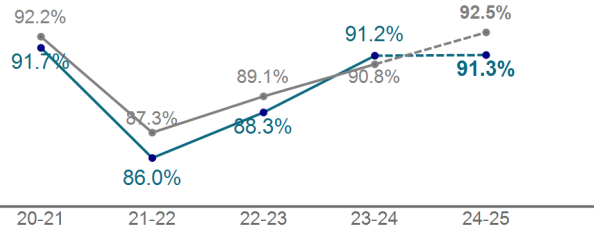
**Low SES**  
N = 606



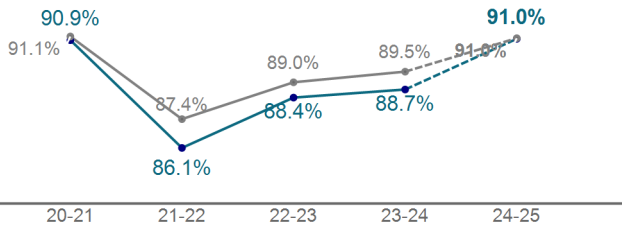
**English Learner**  
N = 206



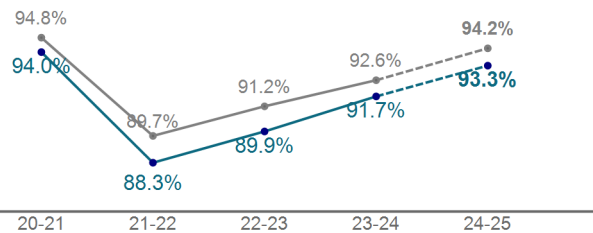
**Special Education**  
N = 96



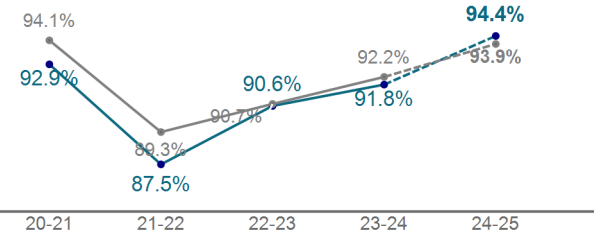
**Homeless or Foster Youth**  
N = 52



**Female**  
N = 336



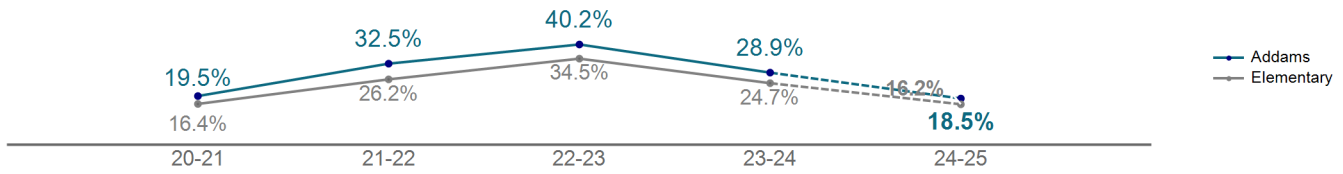
**Male**  
N = 387



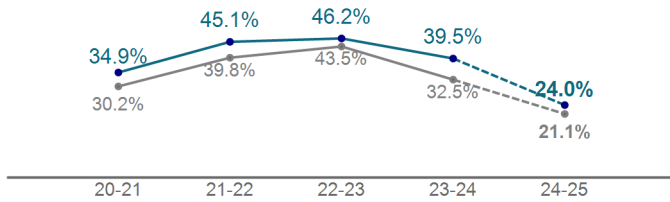
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

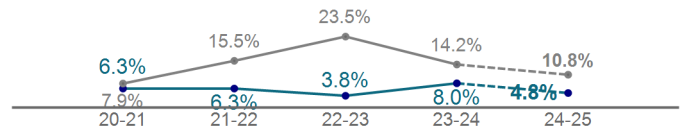
**Addams**  
All Students  
N = 712



**African American**  
N = 104



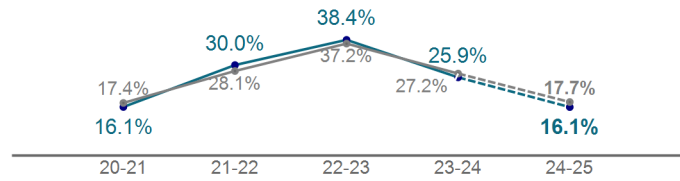
**Asian**  
N = 21



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 542



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

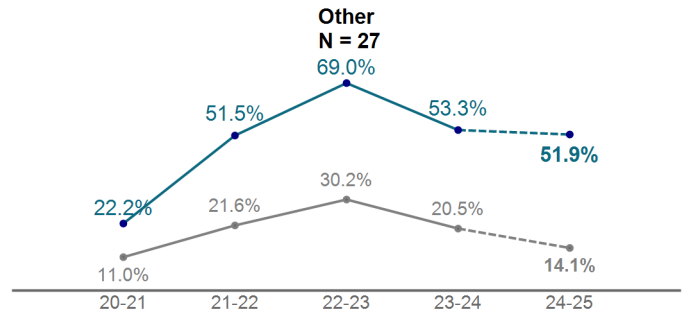
Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



# Percent of Students in the Moderately or Severely Chronic Categories

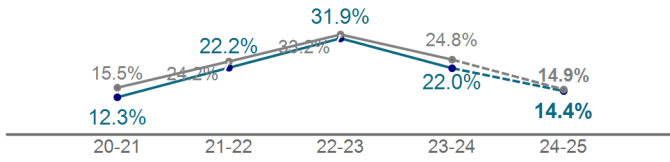
**Native American**  
Subgroup with fewer than 20 students.



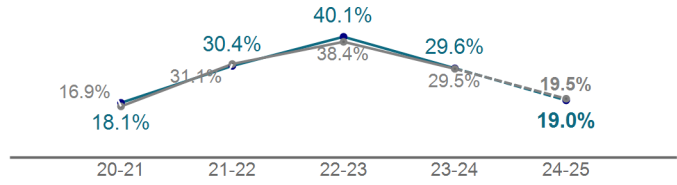
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

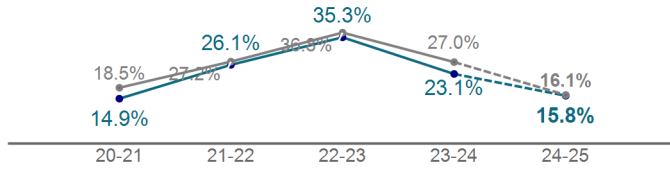
**EL + RFEP**  
N = 257



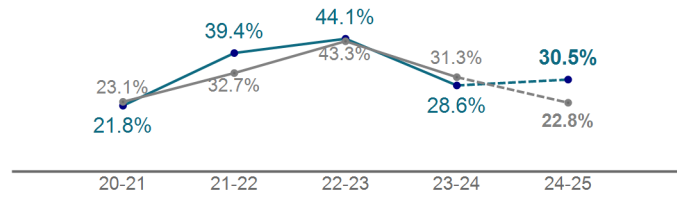
**Low SES**  
N = 601



**English Learner**  
N = 202



**Special Education**  
N = 95



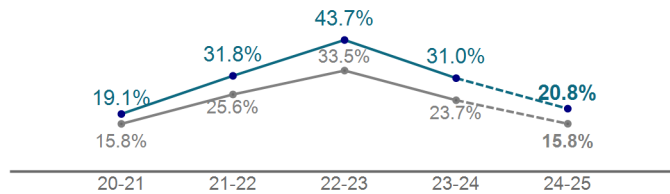
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

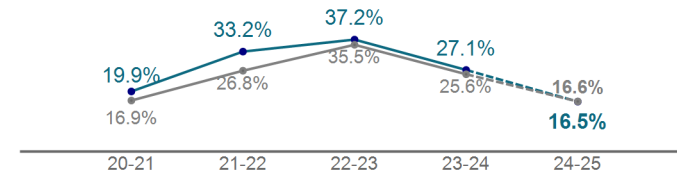
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 331



**Male**  
N = 381



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# SBAC ELA 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	377	69%	46	23	18	13	31%	↓5		↑8	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	127	72%	50	23	16	12	28%	↑-		-
	All Elementary	53%	30	23	20	27	47%	↑-		-	
	District	52%	30	23	20	28	48%	↑-		-	
	Gr. 04	122	74%	45	29	12	14	26%	↓-		↑1
	All Elementary	52%	33	19	21	27	48%	↑3		↑2	
	District	52%	33	19	20	28	48%	↑2		↑1	
Gr. 05	128	62%	43	19	25	13	38%	↓16		↑14	
	All Elementary	49%	30	20	27	24	51%	↓1		↑6	
	District	49%	30	20	27	24	51%	↓1		↑5	
Ethnicity	Hispanic	275	69%	45	25	18	13	31%	↓7		↑7
	All Elementary	58%	36	23	23	19	42%	↑1		↑5	
	District	57%	33	25	27	16	43%	↑1		↑2	
	African American	63	73%	56	17	19	8	27%	↑4		↑17
	All Elementary	67%	46	21	19	14	33%	↓-		↑3	
	District	66%	42	24	22	12	34%	↑2		↑3	
	Cambodian	19*	53%	32	21	16	32	47%	↓3		-
	All Elementary	39%	19	20	24	37	61%	↑1		↑5	
	District	37%	18	20	30	33	63%	↑2		↑3	
Other	18*	67%	39	28	6	28	33%	↓10		-	
All Elementary	32%	18	13	22	46	68%	↓2		↑1		
District	32%	16	15	28	41	68%	↑1		↑-		

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

\*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	11*	36%	27	9	36	27	64%	↑14		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Pacific Islander	4*	100%	75	25			0%	-		-
		All Elementary	66%	37	29	25	9	34%	↑3		↓2
		District	57%	28	29	31	11	43%	↑5		↑2
	White	4*	50%	50	25	25		50%	↑10		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	1*	100%	100				0%	↓67		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
American Indian	1*	100%	100				0%	-		-	
	All Elementary	55%	41	14	41	5	45%	↓18		↓6	
	District	46%	31	15	44	10	54%	↓5		↓5	
Gender	Female	177	64%	43	21	18	18	36%	↓2		↑10
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	200	74%	49	26	18	9	26%	↓7		↑6
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100				0%	↓50		-	
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	140	69%	46	23	19	11	31%	↓4		↑7

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# SBAC ELA 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	113	81%	57	24	14	5	19%	↑1		↑6
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
	RFEP	District	86%	61	25	11	3	14%	↓1		↑3
		27	22%	4	19	41	37	78%	↑9		↑10
	Foster	All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	GATE/Excel	5*	100%	80	20			0%	↓67		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
	Homeless	District	77%	55	22	17	6	23%	↓2		↓3
		57	14%	4	11	32	54	86%	↑7		↑7
	Homeless/Foster	All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Low SES	34	74%	50	24	15	12	26%	↓5		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
Special Ed.	District	69%	45	24	22	9	31%	↓5		↑2	
	39	77%	54	23	13	10	23%	↓11		↑20	
Special Ed.	All Elementary	71%	50	21	19	11	29%	↓6		↑4	
	District	70%	46	24	21	9	30%	↓5		↑1	
Special Ed.	335	70%	46	24	17	13	30%	↓6		↑7	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
Special Ed.	District	60%	35	25	25	15	40%	↓1		↑2	
	67	94%	79	15	3		6%	↓1		↑2	

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	44	93%	73	20	25		7%	↓5		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	377	71%	42	29	18	11	29%	↓1		↓4	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	127	64%	39	24	21	15	36%	↓4		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	121	76%	39	37	15	9	24%	↑2		↓14
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
Gr. 05	129	74%	49	26	18	8	26%	↓1		↑5	
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	274	72%	41	32	16	11	28%	↓4		↓7
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	63	81%	56	25	16	3	19%	↑2		↑3
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Cambodian	20	45%	35	10	30	25	55%	↓1		-
	All Elementary	43%	19	25	25	32	57%	↑7		↑4	
	District	50%	26	24	23	28	50%	↑5		↓2	
Other	18*	50%	44	6	28	22	50%	↑6		-	
All Elementary	37%	18	19	25	38	63%	↑2		↓2		
District	43%	22	21	23	34	57%	↑2		↓2		

The percentages in each Claim may not equal 100% due to rounding.  
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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Asian	12*	42%	25	17	33	25	58%	↑8		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Pacific Islander	4*	75%	75		25		25%	↑25		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
	White	4*	50%	50		50		50%	↑30		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	1*	100%	100				0%	↓33		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
American Indian	1*	0%			100	100%	100%	-		-	
	All Elementary	73%	41	32	18	9	27%	↓9		↓6	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	177	76%	45	31	15	10	24%	↓4		↓6
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	200	68%	40	28	21	12	33%	↑1		↓2
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100				0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	140	71%	41	30	17	11	29%	↓2		↓7

The percentages in each Claim may not equal 100% due to rounding.  
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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



# SBAC Math 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	113	81%	50	32	13	5	19%	↓4		↓11
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
	RFEP	27	30%	7	22	33	37	70%	↑21		↑5
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	5*	60%	40	20	40		40%	↓27		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
	GATE/Excel	57	21%	21	35	44	79%	79%	↑6		↓9
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless	34	88%	47	41	6	6	12%	↓18		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
	Homeless/Foster	39	85%	46	38	10	5	15%	↓17		↑5
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
	Low SES	335	72%	43	29	19	10	28%	↓2		↓5
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
	Special Ed.	66	92%	76	17	8		8%	↓7		↓2
	District		72%	45	27	17	11	28%	↑-		↓2

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	43	91%	67	23	9		9%	↓11		↓4
		All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	127	81%	19	62	15	4	19%	↓5		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	81%	19	62	15	4	19%	↓5		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	88	76%	15	61	18	6	24%	↓5		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	25	92%	24	68	8		8%	↑2		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Other	8*	88%	50	38	13		13%	↓21		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	Cambodian	7*	86%	43	43	14		14%	↓19		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	Asian	2*	100%	100				0%	↓20		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
Pacific Islander	2*	100%	50	50			0%	-		-	
	All Elementary	83%	10	72	10	7	17%	↓-		-	
	District	91%	14	76	6	4	9%	↓2		-	

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# SBAC Science 2024 :: School Data by Subgroup

## Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	White	1*	100%	100				0%	-		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	American Indian	1*	100%	100				0%	-		-
		All Elementary*	89%	33	56	11		11%	↓49		-
		District	81%	23	58	15	4	19%	↓8		-
Gender	Female	65	77%	18	58	17	6	23%	↓1		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	62	85%	19	66	13	2	15%	↓10		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	44	80%	23	57	18	2	20%	↓4		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	34	94%	26	68	6		6%	↓7		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	10*	30%	10	20	60	10	70%	↑37		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100				0%	-		-
All Elementary		84%	39	45	13	3	16%	↓3		-	

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# SBAC Science 2024 :: School Data by Subgroup

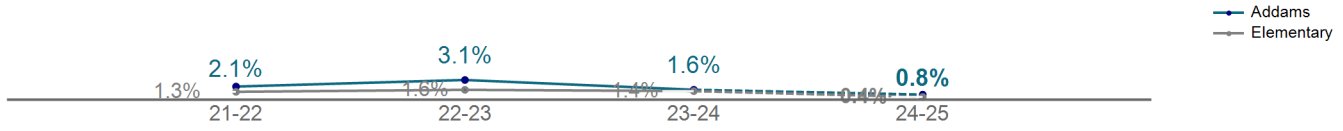
## Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Foster	District	89%	32	57	8	2	11%	↓1		-	
	GATE/Excel		18*		17%	17	61	22	83%	↑25		-
		All Elementary		21%	20	40	39	79%	↑11		-	
		District		35%	3	33	39	25	65%	↑8		-
	Homeless		14*	93%	36	57	7	7%	↓11		-	
		All Elementary		85%	30	56	13	2	15%	↓2		-
		District		86%	28	59	12	1	14%	↑-		-
	Homeless/Foster		15*	93%	33	60	7	7%	↓11		-	
		All Elementary		85%	30	54	13	2	15%	↓2		-
		District		87%	28	59	12	1	13%	↓-		-
	Low SES		112	80%	20	61	16	4	20%	↓5		-
		All Elementary		79%	20	58	16	6	21%	↓2		-
		District		82%	20	61	15	4	18%	↓1		-
	Special Ed.		30	100%	40	60			0%	↓7		-
		All Elementary		89%	44	45	8	3	11%	↓-		-
District			92%	41	51	6	2	8%	↑1		-	
Spec Ed. Speech/RSP		15*	100%	53	47			0%	↓10		-	
	All Elementary		86%	35	51	10	4	14%	↓-		-	
	District		89%	34	55	8	3	11%	↑1		-	

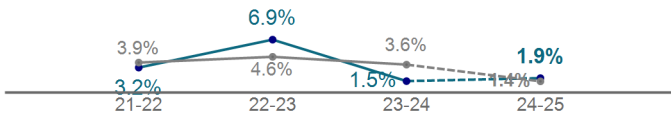
The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# Suspension Rate

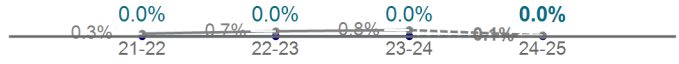
Addams  
All Students  
N = 737



**African American**  
N = 108



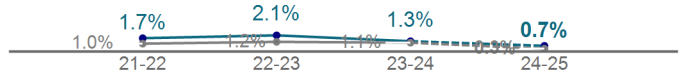
**Asian**  
N = 22



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 560



**Pacific Islander**

Subgroup with fewer than 20 students.

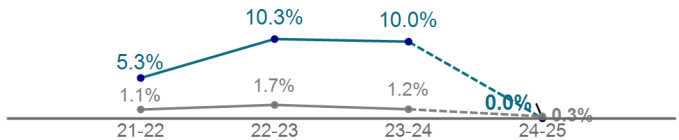
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

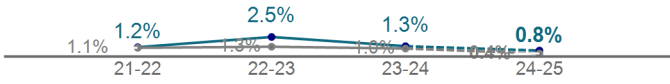
**Other**  
N = 29



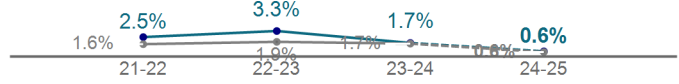
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

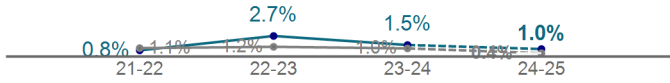
**EL + RFEP**  
N = 266



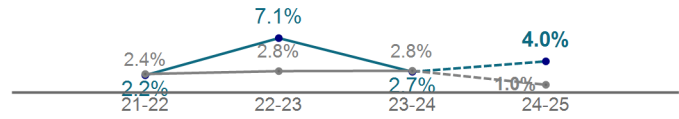
**Low SES**  
N = 617



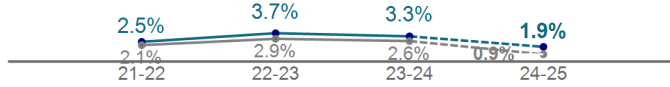
**English Learner**  
N = 210



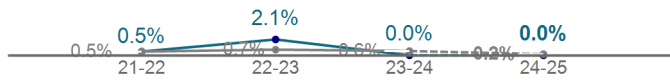
**Special Education**  
N = 99



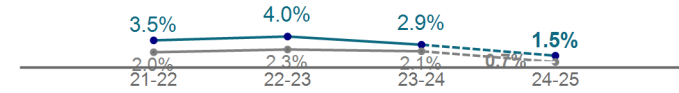
**Homeless or Foster Youth**  
N = 53



**Female**  
N = 341



**Male**  
N = 396



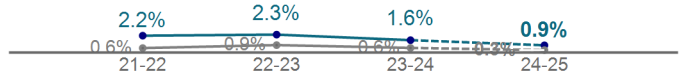
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

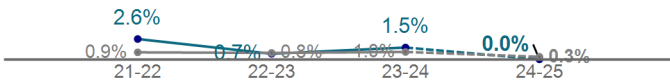
**Gr. K**  
N = 94



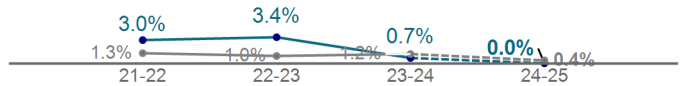
**Gr. 01**  
N = 109



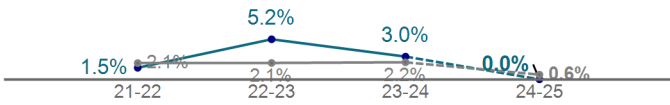
**Gr. 02**  
N = 119



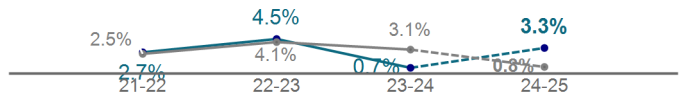
**Gr. 03**  
N = 122



**Gr. 04**  
N = 127



**Gr. 05**  
N = 121



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



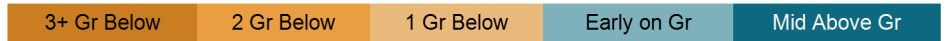
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	114	32	67			
			2	116	19	69	9	3	
			3	118	14	69	7	11	
	Teacher	Barnes, R	1	29	41	59			
			2	29	28	72			
			3	30	13	87			
		CASTILLO, Y	1	27	37	63			
			2	26	15	85			
			3	29	24	72	3		
		Delgado, M	1	27	48	52			
			2	30	33	63	3		
			3	29	21	69	3	7	
		English, C	1	30	7	90	3		
			2	30		57	33	10	
			3	30		43	23	33	
		Ethnicity	African American	1	18	28	72		
				2	18	11	83	6	
				3	19	21	58	21	
	Asian		1	3		100			
			2	3		67	33		
			3	3		100			
	Hispanic		1	88	34	65	1		
			2	89	20	70	9	1	
			3	89	12	72	3	12	
	Pacific Islander		1	2	50	50			
			2	2		50	50		
			3	3		67	33		
	White		1	1		100			
			2	1			100		
			3	1			100		
Other	1	2	50	50					
	2	3		33	33	33			
	3	3		33	33	33			

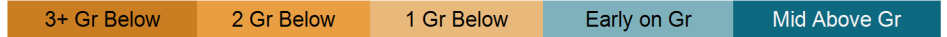


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	57	32	68			
			2	58	19	72	7	2	
			3	58	14	69	10	7	
		Male	1	57	33	65	2		
			2	58	19	66	10	5	
			3	60	13	68	3	15	
	Special Populations	Low SES	1	104	32	67			
			2	103	18	72	7	3	
			3	102	12	72	6	11	
		ELL	1	36	50	50			
			2	37	27	65	5	3	
			3	38	16	74	3	8	
		RFEP	1	2		100			
			2	2		100			
			3	2			50	50	
		EL + RFEP	1	38	47	53			
			2	39	26	67	5	3	
			3	40	15	70	5	10	
		Special Ed.	1	12	67	33			
			2	14	57	36	7		
			3	14	36	57	7		
Homeless	1	8	38	63					
	2	9	11	78	11				
	3	10	10	70	10	10			

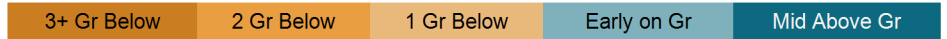


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	116	52	42	5		
			2	113	33	55	10	3	
			3	120	23	63	8	6	
	Teacher	Chhou, L	1	29	69	31			
			2	29	41	48	10		
			3	29	38	52	7	3	
		Lucero, N	1	29	62	38			
			2	28	50	50			
			3	30	33	67			
		Martin, L	1	30	10	70	17	3	
			2	29	3	66	21	10	
			3	30	7	57	17	20	
		MITCHELL, R	1	26	62	35	4		
			2	25	36	56	8		
			3	29	17	72	10		
	Ethnicity	African American	1	11	45	45	9		
			2	11	36	45	18		
			3	14	36	50	7	7	
		Asian	1	5		20	20	40	20
			2	5		20	20	60	
			3	5		20	40	40	
		Hispanic	1	94	54	43	3		
			2	90	36	54	10		
			3	94	24	64	7	4	
		Pacific Islander	1	3	67	33			
			2	3	100				
			3	3	100				
Other	1	3	33	67					
	2	4	100						
	3	4	100						

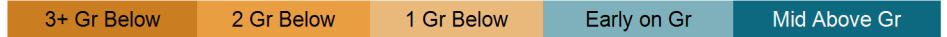
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	61	54	44	2		
			2	59	37	54	8		
			3	62	21	66	6	6	
		Male	1	55	49	40	9	2	
			2	54	28	56	11	6	
			3	58	26	59	10	5	
	Special Populations	Low SES	1	97	54	41	4		
			2	95	34	56	8	2	
			3	99	21	65	10	4	
		ELL	1	41	54	46			
			2	41	37	56	7		
			3	44	27	68	5		
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	43	53	44	2		
			2	43	35	56	9		
			3	46	28	65	7		
		Special Ed.	1	13	69	31			
			2	13	38	54	8		
			3	13	46	46	8		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3	33	67			
	Homeless	1	10	50	50				
		2	11	64	27	9			
		3	12	33	42	17	8		
GATE/Excel	1	10		50	40	10			
	2	11		55	18	27			
	3	12		33	25	42			

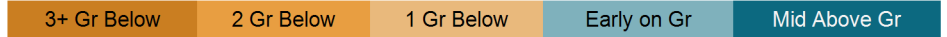


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	133	28	35	33	3		
			2	134	11	22	48	12	7	
			3	130	10	12	47	18	13	
	Teacher	Chavarria, S	1	25	36	36	28			
			2	25	12	12	64	12		
			3	25	8	12	56	24		
		Richardt, S	1	20	35	50	15			
			2	21	14	33	43	10		
			3	23	17	17	61	4		
		Sarria, L	1	29	7	79	10	3		
			2	29		38	31	31		
			3	29		14	31	55		
		Schneider, M	1	24	46	38	13	4		
			2	25	16	36	44	4		
			3	26	12	23	46	15	4	
		Varonos, O	1	25	28	52	20			
			2	25	12	36	48	4		
			3	24	17	13	58	13		
		Ethnicity	African American	1	24	29	38	29	4	
				2	23	17	26	43	9	4
				3	22	14	23	45	9	9
	Asian		1	5	20	80				
			2	5		20	40	20	20	
			3	5		40	40	20		
	Filipino		1	1	100					
			2	1	100					
	Hispanic		1	95	28	38	32	2		
2			97	10	22	49	11	7		
3			95	8	12	49	19	12		
Pacific Islander	1		1	100						
	2	1	100							
	3	1	100							

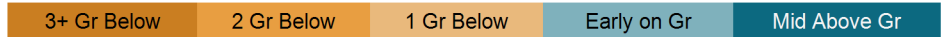
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
3	Ethnicity	White	1	2			50		50		
			2	2			50		50		
			3	2			50		50		
		Other	1	5		20	20	40		20	
			2	5		40		40		20	
			3	5			20	20	20		40
	Gender	Female	1	60	33	33	32		2		
			2	62	16	26	42		11	5	
			3	59	14	19	41		17	10	
		Male	1	73	23	37	34		4		
			2	72	7	19	53		13	8	
			3	71	7	7	52		18	15	
	Special Populations	Low SES	1	124	30	34	32		3		
			2	123	11	23	47		11	7	
			3	117	9	12	47		19	13	
		ELL	1	51	33	41	24		2		
			2	53	13	28	43		13	2	
			3	51	12	10	53		16	10	
		RFEP	1	6		83			17		
			2	6				17		83	
			3	6					33	67	
		EL + RFEP	1	57	30	37	30		4		
			2	59	12	25	41		12	10	
			3	57	11	9	47		18	16	
		Special Ed.	1	19		63		26	5	5	
			2	19		32	32	32		5	
			3	19		32	26	37		5	
Spec Ed. Speech/RSP	1	12		75		17		8			
	2	12		25	42	25		8			
	3	12		33	25	33		8			
Foster	1	2		50		50					
	2	2				50		50			
	3	2				50		50			

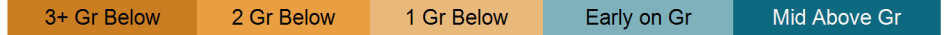


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Homeless	1	15	13	53	33		
			2	14	7	21	57	7	7
			3	15	7	7	73	13	
		GATE/Excel	1	12		75	17	8	
			2	12			17	33	50
			3	12				17	83

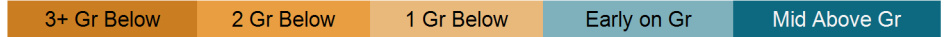


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	126	22	22	49	5	2
			2	117	15	21	43	18	3
			3	121	9	19	40	20	12
	Teacher	Gjersvold, S	1	27	37	37	26		
			2	25	40	28	32		
			3	30	23	33	33	10	
		Hubbs, H	1	32	25	28	47		
			2	31	10	32	52	6	
			3	32	9	22	59	9	
		Ponce, L	1	29	34	21	41	3	
			2	29	14	28	52	7	
			3	30	10	20	50	20	
	VICENCIO, E	1	30		77		17	7	
		2	29			28	59	14	
		3	30			10	40	50	



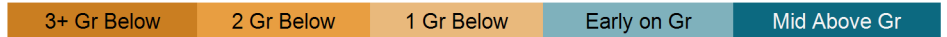


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	African American	1	17	35	29	35			
			2	16	19	31	38	13		
			3	16	13	44	25	6	13	
		Asian	1	4		75			25	
			2	4			25		50	25
			3	4			25		25	50
		Filipino	1	2		50		50		
			2	1		100				
			3	1		100				
		Hispanic	1	95		21	21	52	6	
			2	89		15	19	45	19	2
			3	92		10	14	43	22	11
		Pacific Islander	1	1		100				
			3	1		100				
		White	1	2		100				
			2	2		50		50		
			3	2			50		50	
		Other	1	5		20	40	20	20	
			2	5		20	40	20	20	
			3	5			40	20	20	20
		Gender	Female	1	55		27	22	47	2
2	52				15	21	44	17	2	
3	55				18	20	29	24	9	
Male	1		71		18	23	51	7	1	
	2		65		14	22	42	18	5	
	3		66		2	18	48	17	15	
Special Populations	Low SES	1	111		22	22	51	5		
		2	104		13	21	46	16	3	
		3	105		8	21	39	20	12	
	ELL	1	30		37	17	43	3		
		2	28		32	11	50	7		
		3	29		14	28	45	10	3	

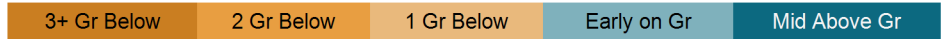
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	RFEP	1	11	82	9	9		
			2	11	45	45	9		
			3	11	36	27	36		
		EL + RFEP	1	41	27	12	54	5	2
			2	39	23	8	49	18	3
			3	40	10	20	43	15	13
		Special Ed.	1	14	71	7	21		
			2	13	62	15	23		
			3	14	36	21	29	14	
		Spec Ed. Speech/RSP	1	8	88	13			
			2	7	57	14	29		
			3	9	33	22	44		
		Foster	1	3	67	33			
			2	3	67	33			
			3	3	33	67			
		Homeless	1	10	30	40	30		
			2	7	14	29	57		
			3	6	33	33	33		
GATE/Excel	1	27	4	78	11	7			
	2	25	4	28	56	12			
	3	27	19	33	48				

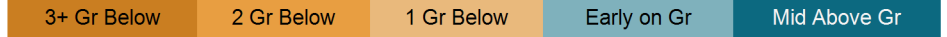
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	127	43	16	28	13		
			2	126	29	20	35	15	2	
			3	126	20	20	35	17	9	
	Teacher	Brown, K	1	27	56	19	26			
			2	27	30	15	56			
			3	28	18	29	36	14	4	
		Collins, L	1	29			41	59		
			2	28			32	61	7	
			3	30			30	40	30	
		Marrufo, A	Harrity, C	1	15	73	20	7		
				2	16	69	25	6		
				3	16	56	25	19		
	McDougall, S		1	26	46	15	38			
			2	26	23	38	35	4		
			3	26	19	19	54	4	4	

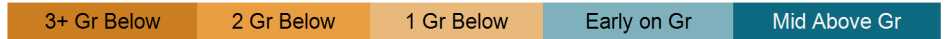
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	African American	1	24	46	17	33	4	
			2	25	40	20	24	16	
			3	26	35	15	38	4	8
		Asian	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Hispanic	1	91	42	14	26	18	
			2	88	25	19	38	16	2
			3	86	16	21	33	22	8
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		White	1	1	100				
			2	1	100				
			3	1				100	
	Other	1	7	57	43				
		2	8	38	13	38	13		
		3	8	25	13	38	25		
	American Indian	3	1	100					
	Gender	Female	1	65	40	15	31	14	
			2	64	30	16	38	16	2
3			66	18	20	33	20	9	
Male		1	62	47	16	24	13		
		2	62	27	24	32	15	2	
		3	60	22	20	37	13	8	
Special Populations	Low SES	1	113	42	16	29	13		
		2	112	27	21	36	14	2	
		3	110	19	19	35	18	8	
	ELL	1	37	62	16	16	5		
		2	34	32	32	29	3		
		3	33	24	30	33	9	3	
	RFEP	1	10	10	40	50			
		2	9	11	44	33	11		
		3	10	10	10	10	60	10	

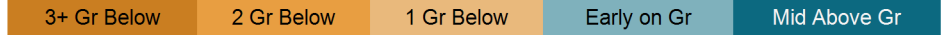
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	EL + RFEP	1	47	51	13	21	15	
			2	43	28	26	33	9	5
			3	43	21	26	28	21	5
		Special Ed.	1	30	80	13	7		
			2	30	60	27	13		
			3	30	53	27	20		
		Spec Ed. Speech/RSP	1	15	87	13			
			2	15	47	33	20		
			3	14	50	36	14		
		Homeless	1	14	50	21	29		
			2	14	29	36	36		
			3	14	29	29	21	14	7
		GATE/Excel	1	23		39		61	
			2	22		32		64	5
			3	22		18		36	45
Foster	3	1	100						

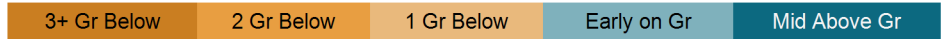
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	115	17	77	33		
			2	114	9	69	11	11	
			3	120	7	55	15	23	
	Teacher	Barnes, R	1	29	21	79			
			2	29	10	79	7	3	
			3	30	3	80	13	3	
		CASTILLO, Y	1	27	15	85			
			2	26	8	88	4		
			3	29	10	79	7	3	
		Delgado, M	1	27	37	63			
			2	30	17	73	7	3	
			3	30	13	53	23	10	
		English, C	1	30		73	10	17	
			2	30		37	27	37	
			3	30			7	17	77
		Ethnicity	African American	1	19	5	89	5	
				2	18		78	11	11
				3	19		63	16	21
	Asian		1	3		100			
			2	3		100			
			3	3		67		33	
	Hispanic		1	88	20	75	11	3	
			2	87	10	69	11	9	
			3	91	9	53	16	22	
	Pacific Islander		1	2		50		50	
			2	2		50		50	
			3	3		67		33	
	White	1	1				100		
		2	1				100		
		3	1				100		
Other	1	2	50	50					
	2	3		33	33	33			
	3	3		67		33			

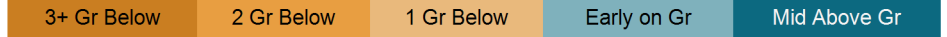
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	56	20	73	5	2	
			2	58	7	71	12	10	
			3	59	7	56	14	24	
		Male	1	59	15	80	5		
			2	56	11	68	9	13	
			3	61	7	54	16	23	
	Special Populations	Low SES	1	103	17	76	3	4	
			2	101	8	70	10	12	
			3	104	6	57	15	22	
		ELL	1	36	28	72			
			2	36	19	69	3	8	
			3	38	11	61	11	18	
		RFEP	1	1	100				
			2	2				50	50
			3	2				100	
		EL + RFEP	1	37	27	73			
			2	38	18	66	5	11	
			3	40	10	58	10	23	
		Special Ed.	1	13	38	62			
			2	13	38	46	8	8	
			3	14	36	50	14		
Homeless	1	8	25	63	13				
	2	9		78	11	11			
	3	10		70	10	20			

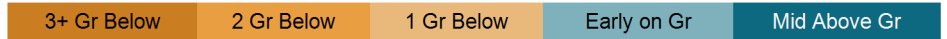
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	112	41	40	10	9	
			2	109	26	48	12	15	
			3	120	20	44	15	21	
	Teacher	Chhou, L	1	30	53	37	10		
			2	29	34	55	10		
			3	29	28	45	17	10	
		Lucero, N	1	29	45	48	7		
			2	28	21	68	11		
			3	30	23	60	13	3	
		Martin, L	1	29		34	28	38	
			2	29		21	24	55	
			3	30		17	20	63	
		MITCHELL, R	1	26	62	38			
			2	25	44	48	4	4	
			3	29	31	52	10	7	
	Ethnicity	African American	1	13	46	38	8	8	
			2	10	20	70	10		
			3	14	21	64	14		
		Asian	1	5		20	20	60	
			2	5		40	60		
			3	5		20	20	60	
		Hispanic	1	88	43	40	11	6	
			2	88	30	44	14	13	
			3	94	20	43	18	19	
	Pacific Islander	1	2	100					
		2	2	100					
		3	3	100					
Other	1	4	25	50	25				
	2	4		50	25	25			
	3	4		25	25	50			



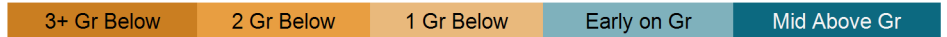
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	57	40	40	12	7	
			2	57	28	46	12	14	
			3	62	21	39	19	21	
		Male	1	55	42	40	7	11	
			2	52	23	50	12	15	
			3	58	19	50	10	21	
	Special Populations	Low SES	1	92	42	41	8	9	
			2	91	25	52	10	13	
			3	99	20	45	14	20	
		ELL	1	39	59	31	8	3	
			2	42	38	43	12	7	
			3	44	30	43	14	14	
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	41	56	32	7	5	
			2	44	36	43	11	9	
			3	46	28	43	13	15	
		Special Ed.	1	13	69	23	8		
			2	13	38	38	15	8	
			3	13	54	23		23	
		Spec Ed. Speech/RSP	1	2	100				
			2	3		33	33	33	
			3	3	33	33		33	
		Homeless	1	10	40	40	10	10	
			2	9	78		11	11	
			3	12	17	67	8	8	
GATE/Excel	1	9					100		
	2	12			8		92		
	3	12					100		

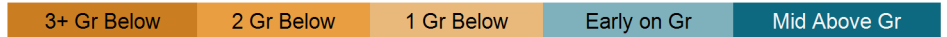
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	132	30	27	18	20	4	
			2	134	20	23	16	31	10	
			3	130	17	21	14	35	14	
	Teacher	Chavarria, S	1	25	36	40	12	12		
			2	25	20	32	16	32		
			3	25	12	36	16	24	12	
		Richardt, S	1	20	55	25	15	5		
			2	21	43	24	24	10		
			3	23	35	26	13	22	4	
		Sarría, L	1	29			3	21	62	14
			2	29			3		72	24
			3	29					62	38
		Schneider, M	1	24	46	29	13	13		
			2	25	36	24	12	16	12	
			3	26	27	31	12	23	8	
		Varonos, O	1	25	28	40	24	8		
			2	25	4	44	24	20	8	
			3	24	17	17	33	33		
	Ethnicity	African American	1	23	35	30	13	22		
			2	24	25	25	17	29	4	
			3	22	23	27	14	32	5	
		Asian	1	5	20	40		40		
			2	5			20	60	20	
			3	5			20	60	20	
		Filipino	1	1	100					
			2	1	100					
			3	1	100					
		Hispanic	1	95	31	31	18	17	4	
			2	96	20	24	18	30	8	
			3	95	16	21	16	34	14	
Pacific Islander		1	1	100						
		2	1	100						
		3	1	100						

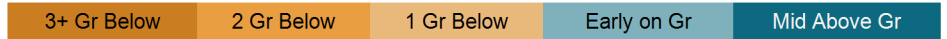
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
3	Ethnicity	White	1	2					50	50	
			2	2					100		
			3	2					100		
		Other	1	5			20	20		60	
			2	5				20		60	20
			3	5				20		60	20
	Gender	Female	1	60			33	23	15	25	3
			2	61			21	21	11	33	13
			3	59			19	22	12	32	15
		Male	1	72			28	31	21	17	4
			2	73			19	25	19	30	7
			3	71			15	20	15	37	13
	Special Populations	Low SES	1	123			32	27	18	20	3
			2	123			21	22	16	31	10
			3	117			17	22	13	35	13
		ELL	1	52			38	29	15	15	2
			2	52			25	31	10	33	2
			3	51			22	24	14	35	6
		RFEP	1	6					17	50	33
			2	6						17	83
			3	6						33	67
		EL + RFEP	1	58			34	26	16	19	5
			2	58			22	28	9	31	10
			3	57			19	21	12	35	12
		Special Ed.	1	19			63	21	5	11	
			2	19			53	21	5	11	11
			3	19			58	16	5	16	5
Spec Ed. Speech/RSP		1	12			83	8	8			
		2	12			67	25	8			
		3	12			75	17	8			
Foster	1	2				50		50			
	2	2				50		50			
	3	2				50		50			

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Addams 2023-2024 Grade 3**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Homeless	1	14	29	29	36	7		
			2	15		33	13	13	33	7
			3	15		20	20	20	40	
		GATE/Excel	1	12					75	25
			2	12					50	50
			3	12					42	58

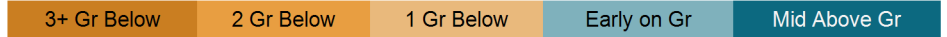
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	124	29	10	50	6	5
			2	122	23	11	48	11	7
			3	122	16	10	48	11	15
	Teacher	Gjersvold, S	1	27	52	19	30		
			2	28	36	25	39		
			3	30	30	13	50	7	
		Hubbs, H	1	32	28	16	56		
			2	32	22	9	66	3	
			3	32	13	9	56	13	9
		Ponce, L	1	29	38	3	59		
			2	27	33	11	56		
			3	30	17	17	60	3	3
		VICENCIO, E	1	30		3	60	17	20
			2	30			33	37	30
			3	30			27	23	50

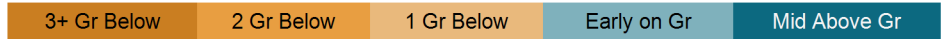
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
4	Ethnicity	African American	1	17	29	18	53					
			2	17		24	24	35	12	6		
			3	16	6	13	69	6	6			
		Asian	1	4				25	50	25		
			2	4				25	50	25		
			3	4				25	25	50		
		Filipino	1	2			100					
			2	1			100					
			3	1			100					
		Hispanic	1	94			29	11	52	4	4	
			2	92			24	8	53	9	7	
			3	93			17	10	46	13	14	
		Pacific Islander	1	1			100					
			2	1			100					
			3	1			100					
		White	1	1			100					
			2	2			50		50			
			3	2			100					
		Other	1	5				60	20	20		
			2	5				40	20	20		
			3	5				40	20	40		
		Gender	Female	1	55			25	9	51	9	5
				2	53			19	13	47	11	9
				3	55			7	11	55	13	15
			Male	1	69			32	12	49	3	4
				2	69			26	10	48	10	6
				3	67			22	9	43	10	15
Special Populations	Low SES	1	109			28	12	52	5	4		
		2	108			20	13	53	7	6		
		3	106			12	9	53	12	13		
	ELL	1	31			45	19	32		3		
		2	31			42	16	42				
		3	31			35	10	45	6	3		

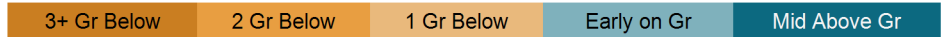
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 4



**Legend**

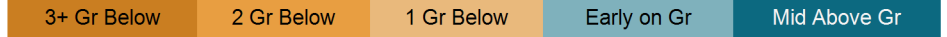


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	Special Populations	RFEP	1	11	91					9	
			2	11	55			27	18		
			3	11	45		27	27			
		EL + RFEP	1	42	33	14	48	2			
			2	42	31	12	45	7	5		
			3	42	26	7	45	12	10		
		Special Ed.	1	14	86					7	7
			2	15	67			27	7		
			3	16	69		6	19	6		
		Spec Ed. Speech/RSP	1	9	100						
			2	9	67			33			
			3	10	70		10	20			
		Foster	1	3	33	33	33				
			2	3	33	33	33				
			3	3	33	67					
		Homeless	1	10	50		40	10			
			2	8	25	25	38	13			
			3	6	17	83					
GATE/Excel	1	27	4	56		19	22				
	2	27	33		33	33					
	3	27	26		26	48					

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Addams 2023-2024 Grade 5**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr			
5	All Students	All	1	122	31	32	21	11	4			
			2	124	25	35	20	16	4			
			3	128	19	27	28	18	9			
	Teacher	Brown, K	K	1	27	30	59	11				
				2	27	19	59	15	7			
				3	28	14	46	29	11			
		Collins, L	L	L	1	29			3	38	41	17
					2	29			3	31	48	17
					3	30			20		43	37
		Harrity, C	C	C	1	15	60	13	27			
					2	16		69	19	13		
					3	16		63	19	13	6	
					1	26	35	46	15	4		
					2	26	19	58	23			
					3	27	19	37	30	15		
		McDougall, S	S	S	1	27	44	37	19			
					2	27	37	33	26	4		
					3	27	22	26	44	7		



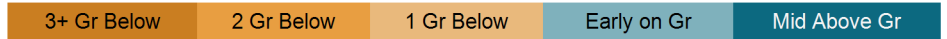
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	African American	1	22	27	41	32		
			2	24	21	58	8	13	
			3	26	19	35	27	12	8
		Asian	1	2	50	50			
			2	2	50	50			
			3	2		50	50		
		Hispanic	1	88	32	28	20	14	6
			2	88	26	30	22	17	6
			3	89	18	24	30	20	8
		Pacific Islander	1	2	100				
			2	2	50	50			
			3	2	100				
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	7	43	29	29		
			2	7	29	29	14	29	
			3	7	29	29	14	14	14
	American Indian	3	1					100	
	Gender	Female	1	61	25	33	20	16	7
			2	65	23	35	20	15	6
			3	66	17	24	24	23	12
		Male	1	61	38	31	23	7	2
			2	59	27	34	20	17	2
3			62	21	29	32	13	5	
Special Populations	Low SES	1	108	32	31	22	11	4	
		2	112	26	35	20	16	4	
		3	112	20	25	30	16	9	
	ELL	1	34	50	38	12			
		2	33	45	30	21	3		
		3	35	31	31	31	6		
	RFEP	1	9	11	44	33	11		
		2	10	10	30	40	20		
		3	10	10	30	50	10		

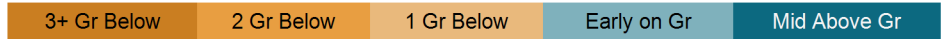
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Addams 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	EL + RFEP	1	43	42	30	19	7	2	
			2	43	37	23	23	12	5	
			3	45	24	27	31	16	2	
		Special Ed.	1	30	67	20	13			
			2	29	66	28	7			
			3	31	58	26	13	3		
		Spec Ed. Speech/RSP	1	15	73	20	7			
			2	15	60	33	7			
			3	15	53	27	13	7		
		Homeless	1	11	55	27	18			
			2	14	29	50	14	7		
			3	15	20	33	33	13		
		GATE/Excel	1	22			5	27	45	23
			2	22			5	23	50	23
			3	22				23	45	32
Foster		3	1					100		



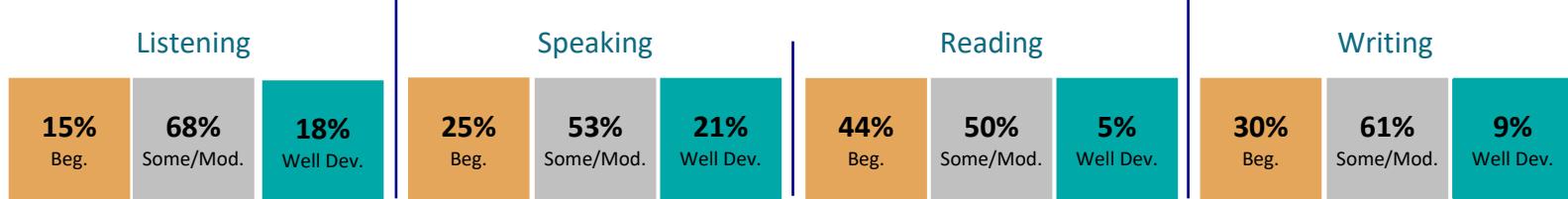
# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Addams

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



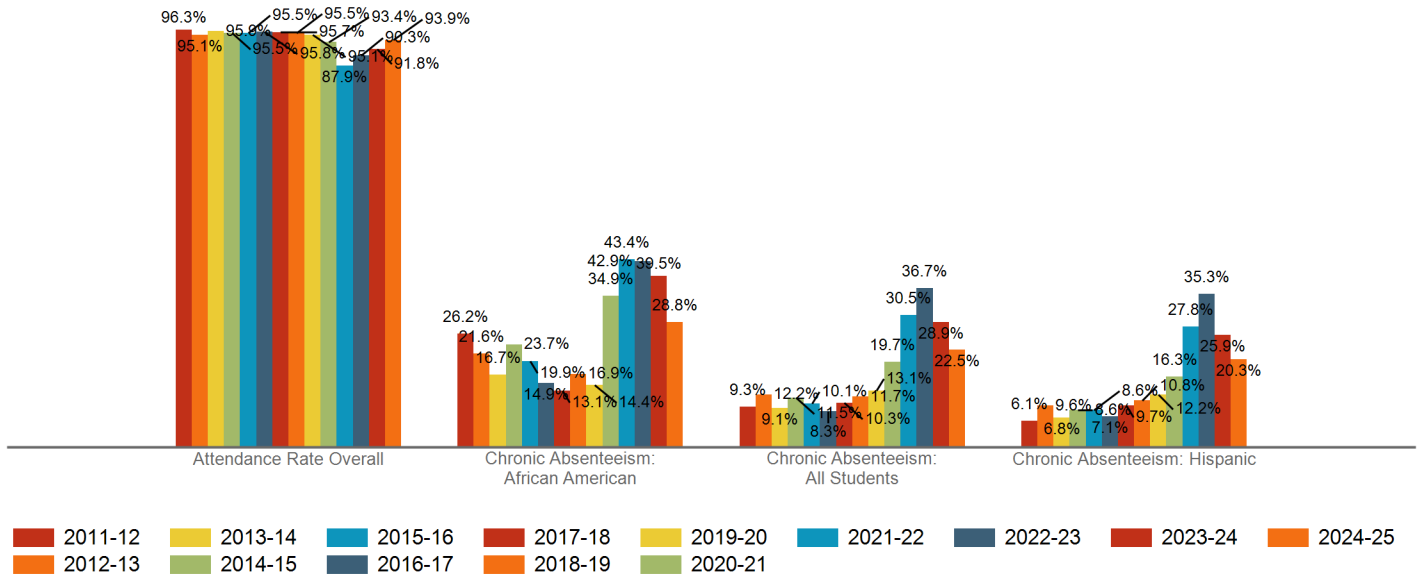
## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	25%	13%	63%	0%	25%	63%	13%	25%	50%	25%	25%	75%	0%	50%	50%	0%
<b>01</b>	24%	50%	21%	5%	14%	79%	7%	36%	52%	12%	21%	76%	2%	48%	43%	10%
<b>02</b>	29%	43%	26%	2%	5%	69%	26%	36%	52%	12%	64%	29%	7%	31%	67%	2%
<b>03</b>	23%	40%	35%	2%	12%	69%	19%	21%	65%	13%	42%	50%	8%	23%	67%	10%
<b>04</b>	8%	47%	21%	24%	24%	50%	26%	8%	47%	45%	45%	47%	8%	8%	76%	16%
<b>05</b>	27%	38%	30%	5%	19%	70%	11%	24%	46%	30%	54%	43%	3%	35%	54%	11%

# Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Goal: Increase Sense of Belonging to 74% Increase Safety to 73% Attendance - 96% overall Chronic attendance - 20%
Culture/Climate Goals	Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Motivational Monday, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance. Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and Core Survey.



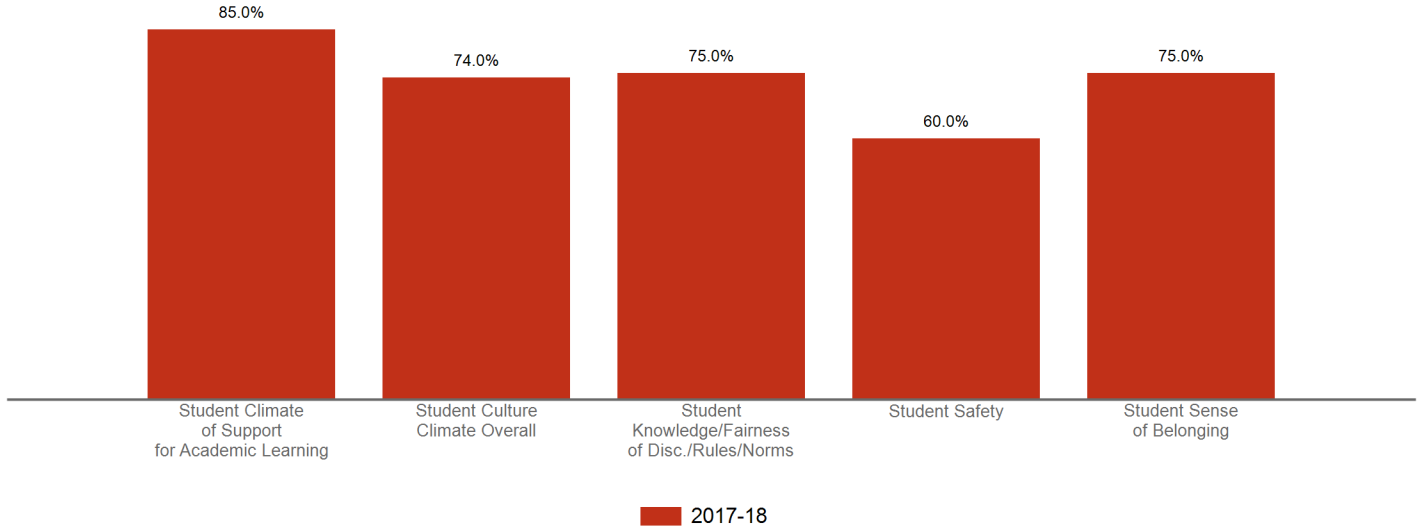
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The counselor will implement in class counseling lessons and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math ). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other.		Counselor
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17629	4	12/18/23	2/9/24	6	0.25	1.5
17747	11	11/6/23	6/13/24	1	0.5	0.5
18982	81	2/26/24	6/13/24	1	0.25	0.25
20255	63	5/6/24	6/13/24	1	0.25	0.25
20256	29	5/6/24	6/13/24	1	0.25	0.25
	<b>188</b>					<b>2.75</b>

# Culture-Climate Survey (Student-Staff)

School Year: 23-24

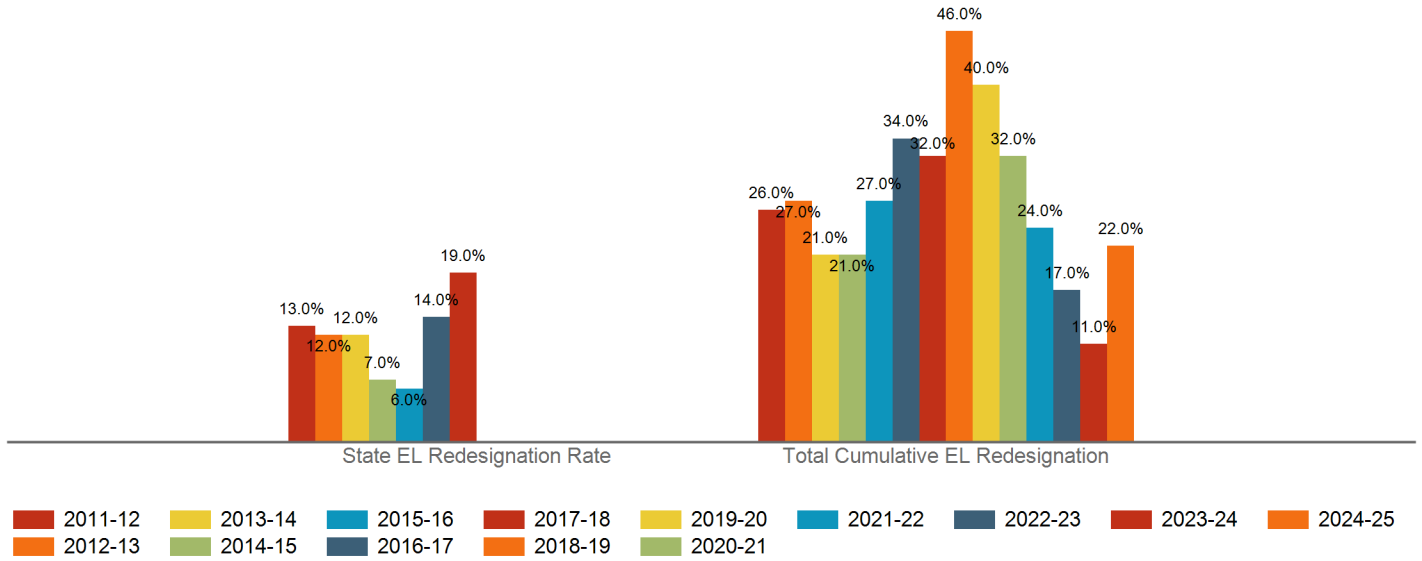
Goals	
Area	Description
Culture/Climate Goals	Goal: Increase Sense of Belonging to 74% Increase Safety to 73% Attendance - 96% overall Chronic attendance - 20%
Culture/Climate Goals	Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Motivational Monday, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance. Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and Core Survey.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide
6	Grades TK-5 teachers will be co-teaching alongside ground education instructors. These lessons will consist of curriculum which will embed outdoor garden, science while including ELA, S.S., and visual arts. As well the ground education program will develop and grow student's capacity for wonder, cultivate a space to think, explore, and nurture decision-making.		Services
7	To support culture and identity at Addams. 5th grade students will participate in Conga Kids, a weekly cultural dance experience where students were learn dances of many cultures and generations. This experinece is meant to improve conditions of sense of belonging and identity among AA and EL students. Students will learn dances and compete across schools in LA to represent our school.		Services
Total			

# EL Reclassification

School Year: 23-24

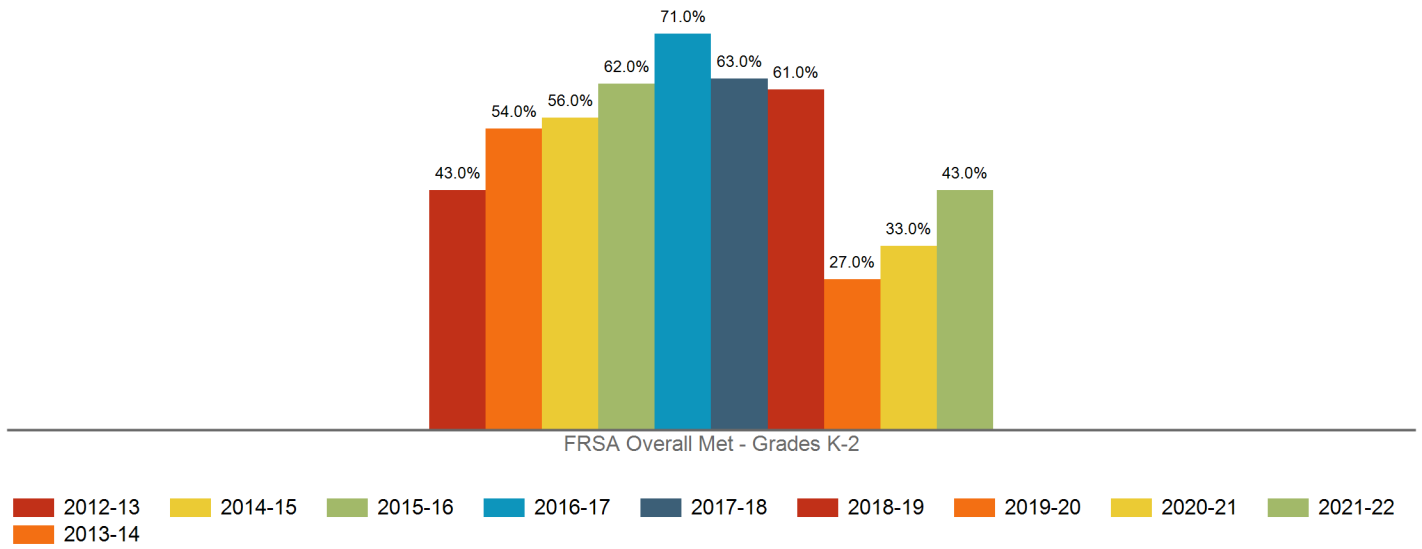


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELD supplemental materials will be needed to support EL learners and our efforts to improve designated ELD instruction, including professional reading for staff and learning materials for EL students.		Materials
	Teachers to provide parent workshop to support EL, at-promise and all student interventions at home.		Teacher Hourly Extra Comp
2	Supplemental technology is needed to support interventions for at-risk students and EL students to enhance curricular experiences.		Materials
8	Summit K-12 licenses to provide intervention for EL students. To create an individualized learning plan to support language development and language proficiency in the four domains (listening, speaking, reading, writing).		Services
Total			

# Elementary Reading - FRSA

School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>Goals:</p> <ol style="list-style-type: none"> <li>iReady ELA -50% of all students in grades 1-5, including AA, ELL/RFEP's will be on or above grade level by the end of the year.</li> <li>SBAC ELA - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.</li> <li>FRSA - 70% of all students in grades K-2 students will be on track on FRSA skills by the end of the year.</li> </ol>
ELA Goals	<p>Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, Language Wall, Kagen Cooperative Learning, English Language Development, Write From the Beginning and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	An additional, instructional, academic literacy TOSA is requested for supports of implementing our newly adopted writing program. This TOSA would support the teachers through coaching, writing lessons, planning and implementation.		Program Facilitator
Total			

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
16182	6	9/25/23	11/17/23	35	0.5	17.5
16183	4	9/25/23	11/17/23	35	0.5	17.5
16184	9	9/25/23	11/17/23	35	0.5	17.5
16185	4	9/25/23	11/17/23	35	0.5	17.5
16186	4	9/25/23	11/17/23	35	0.33	11.55
16187	4	9/25/23	11/17/23	35	0.33	11.55
16188	6	9/25/23	11/17/23	35	0.5	17.5

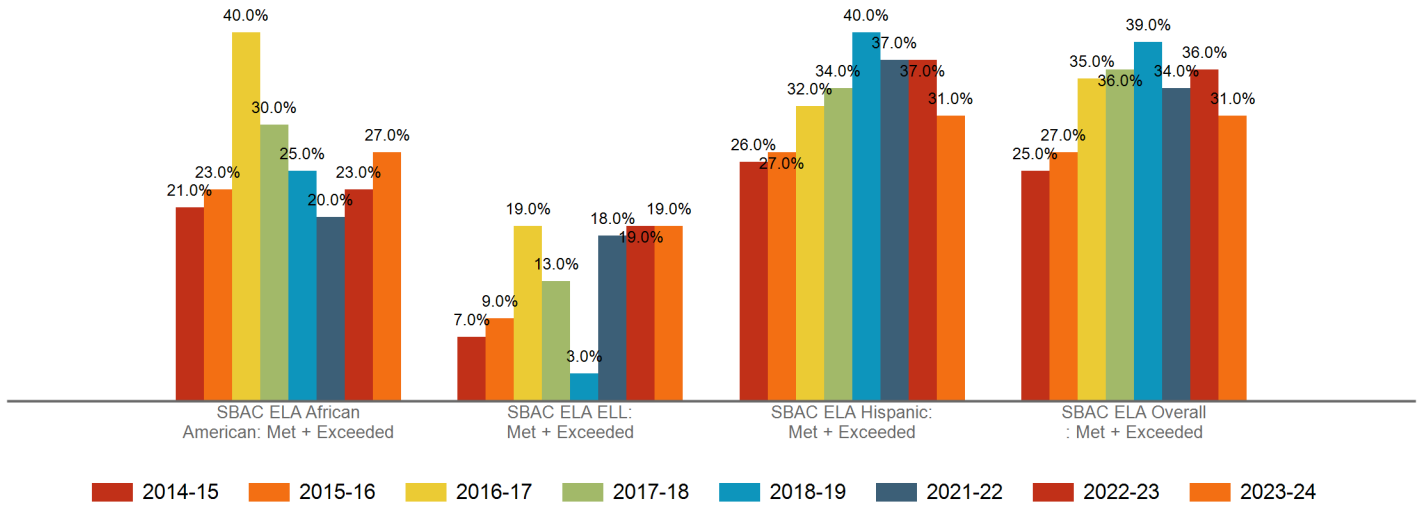
## Elementary Reading - FRSA

School Year: 23-24

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
16189	4	9/25/23	11/17/23	35	0.5	17.5
16190	9	9/25/23	11/17/23	35	0.5	17.5
17386	4	10/23/23	1/24/24	20	0.75	15
17387	6	10/30/23	1/29/24	20	0.75	15
17420	6	11/14/23	1/13/24	10	0.75	7.5
17458	6	11/15/23	1/20/24	15	0.75	11.25
17785	9	11/27/23	3/1/24	55	0.5	27.5
17799	5	11/27/23	3/1/24	55	0.5	27.5
17800	6	11/27/23	3/1/24	55	0.5	27.5
17801	7	11/27/23	3/1/24	55	0.5	27.5
17802	6	11/27/23	3/1/24	37	0.75	27.75
17803	4	11/27/23	3/1/24	18	0.5	9
17804	6	11/27/23	3/1/24	55	0.5	27.5
17805	8	11/27/23	3/1/24	55	0.33	18.15
17806	5	11/27/23	3/1/24	55	0.33	18.15
17837	9	1/22/24	4/27/24	40	0.33	13.2
17892	6	2/5/24	3/26/24	12	0.75	9
17893	5	2/5/24	3/26/24	18	0.75	13.5
17894	6	1/27/24	3/28/24	23	0.75	17.25
20190	9	3/4/24	5/31/24	55	0.5	27.5
20191	5	3/4/24	5/31/24	18	0.5	9
20193	6	3/4/24	5/31/24	18	0.5	9
20194	5	3/4/24	5/31/24	18	0.5	9
20195	8	3/4/24	5/31/24	55	0.5	27.5
20196	7	3/4/24	5/31/24	55	0.5	27.5
20197	8	3/4/24	5/31/24	55	0.5	27.5
20198	4	3/4/24	5/31/24	37	0.33	12.21
20320	4	2/26/24	4/16/24	14	0.75	10.5
20324	6	2/1/24	5/15/24	31	0.75	23.25
20859	16	2/5/24	5/31/24	64	4	256
	<b>232</b>					<b>896.81</b>



Goals	
Area	Description
ELA Goals	<p>Goals:</p> <ol style="list-style-type: none"> <li>iReady ELA -50% of all students in grades 1-5, including AA, ELL/RFEP's will be on or above grade level by the end of the year.</li> <li>SBAC ELA - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.</li> <li>FRSA - 70% of all students in grades K-2 students will be on track on FRSA skills by the end of the year.</li> </ol>
ELA Goals	<p>Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, Language Wall, Kagen Cooperative Learning, English Language Development, Write From the Beginning and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELD supplemental materials will be needed to support EL learners and our efforts to improve designated ELD instruction, including professional reading for staff and learning materials for EL students.		Materials
	Teachers to provide parent workshop to support EL, at-promise and all student interventions at home.		Teacher Hourly Extra Comp
2	Supplemental technology is needed to support interventions for at-risk students and EL students to enhance curricular experiences.		Materials
	The assistant principal will implement a Resonse to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and parent involvement.		Asst. Principal Elementary
3	Additional Psychologist time opportunities to provide supports and interventions to our tier 2 and 3 students before an assessment plan is needed for academics and social emotional needs.		Psychologist
4	An additional, instructional, academic literacy TOSA is requested for supports of implementing our newly adopted writing program. This TOSA would support the teachers through coaching, writing lessons, planning and implementation.		Program Facilitator

# SBAC ELA

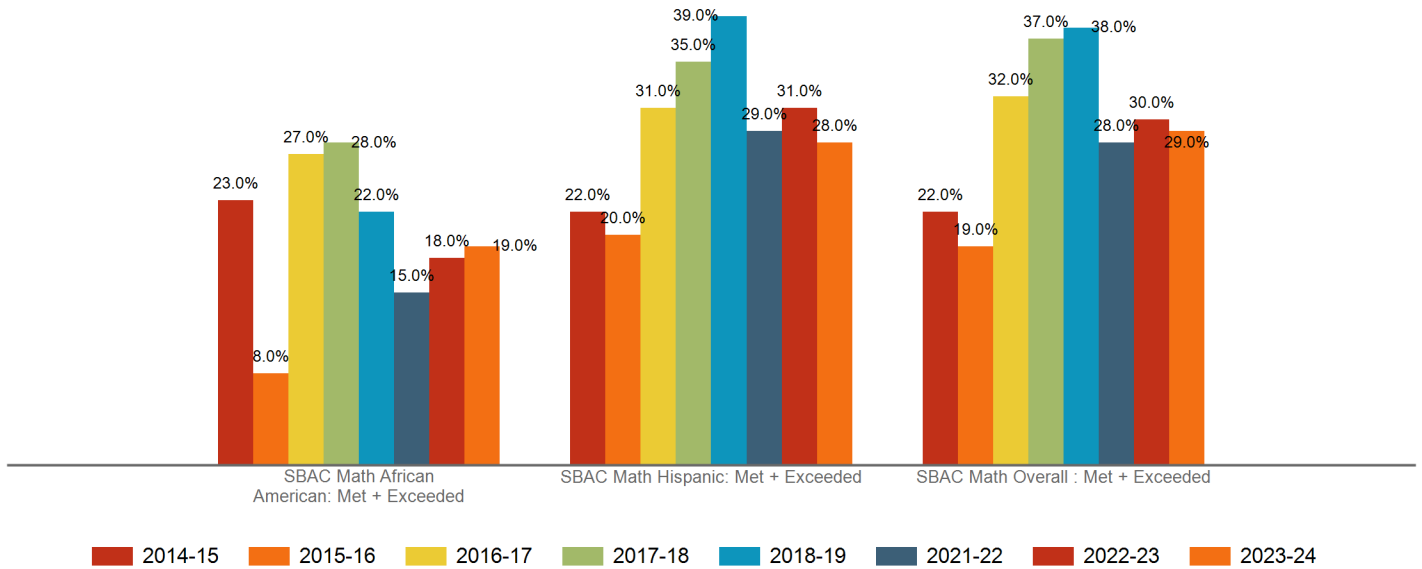
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Summit K-12 licenses to provide intervention for EL students. To create an individualized learning plan to support language development and language proficiency in the four domains (listening, speaking, reading, writing).		Services
Total			

# SBAC Math

School Year: 23-24

Goals	
Area	Description
Math Goals	<p>Goals:</p> <ol style="list-style-type: none"> <li>iReady Math -40% of all students in grades 1-5, including AA, ELL/RFEP's will be on on or above grade level by the end of the year.</li> <li>SBAC Math - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.</li> <li>90% of students will meet their recommended minutes per week in ST Math</li> </ol>
Math Goals	<p>Action Plan: Implementation of a structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	The assistant principal will implement a Resonse to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and parent involvement.		Asst. Principal Elementary
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17388	7	10/30/23	12/22/23	20	0.75	15
17418	7	11/13/23	1/13/24	10	0.75	7.5
17419	7	11/13/23	1/18/24	10	0.75	7.5
17446	5	11/13/23	2/7/24	10	0.75	7.5
17459	7	11/28/23	1/27/24	15	0.75	11.25

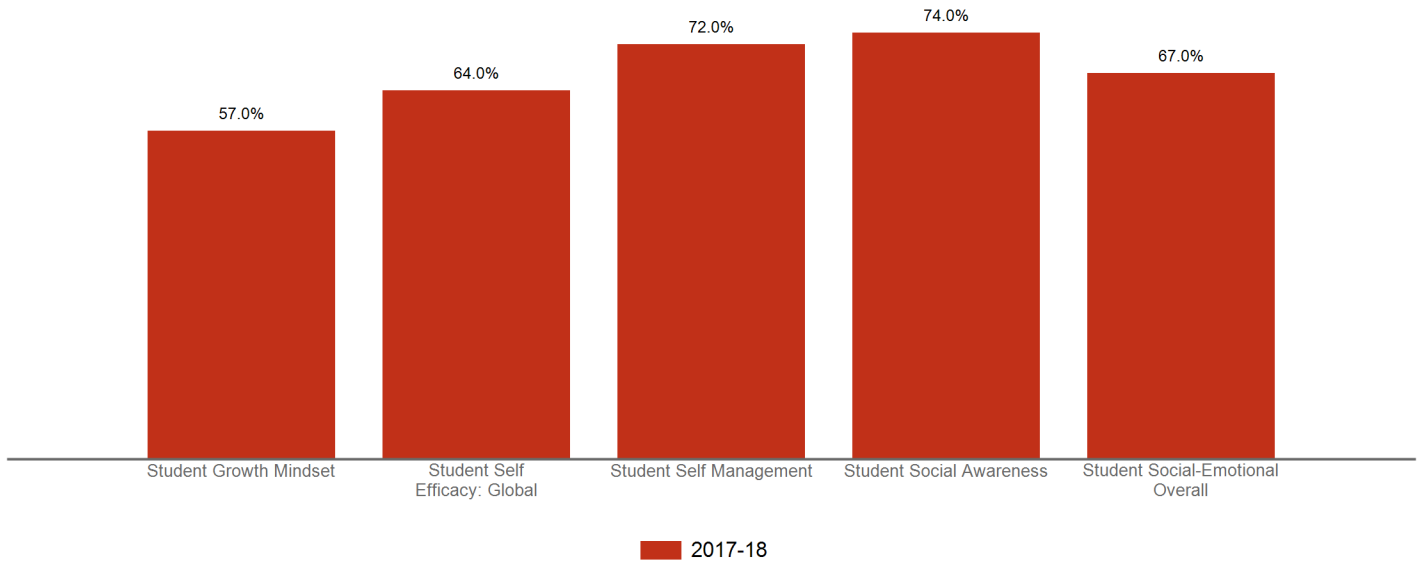
**SBAC Math**  
School Year: 23-24

<b>Mathematics Interventions</b>						
<b>Intervention ID</b>	<b># Students</b>	<b>Intervention Start Date</b>	<b>Intervention End Date</b>	<b># Of Sessions</b>	<b>Hours per Session</b>	<b>Total Hours</b>
17460	6	11/15/23	1/23/24	15	0.75	11.25
17461	7	11/28/23	1/13/24	15	0.75	11.25
17661	7	11/14/23	1/27/24	18	0.75	13.5
17891	7	1/22/24	2/29/24	10	0.75	7.5
17895	6	2/5/24	3/26/24	18	0.75	13.5
20318	5	3/4/24	5/9/24	13	0.75	9.75
20319	6	4/10/24	5/1/24	7	0.75	5.25
20323	5	4/8/24	5/16/24	18	0.75	13.5
20325	6	1/22/24	5/15/24	30	0.75	22.5
20339	6	4/15/24	5/21/24	10	0.75	7.5
	<b>94</b>					<b>164.25</b>

# SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Goal: Increase Sense of Belonging to 74% Increase Safety to 73% Attendance - 96% overall Chronic attendance - 20%
Culture/Climate Goals	Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Motivational Monday, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance. Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and Core Survey.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The counselor will implement in class counseling lessons and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math ). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other.		Counselor
2	The assistant principal will implement a Resonse to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and parent involvement.		Asst. Principal Elementary
3	Additional Psychologist time opportunities to provide supports and interventions to our tier 2 and 3 students before an assessment plan is needed for academics and social emotional needs.		Psychologist
Total			



**Addams Elementary School**  
5320 Pine Ave., Long Beach  
562-428-0202

## **School/Parent/Student Compact** **2024-2025**

The staff and parents/guardians at Addams School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians agree to implement the following activities:

### **THE SCHOOL**

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

### **THE HOME**

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

### **THE STUDENT**

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

Principal Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_



**Addams Elementary School**  
5320 Pine Ave., Long Beach  
562-428-0202

## **School/Parent/Student Compact 2024-2025**

El personal y los padres de familia/tutores en la Escuela Addams tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en la Escuela Addams están de acuerdo en implementar las siguientes actividades:

### **LA ESCUELA**

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

### **EL HOGAR**

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

### **EL ESTUDIANTE**

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.

Firma del director: \_\_\_\_\_ Firma del profesor: \_\_\_\_\_ Firma del estudiante: \_\_\_\_\_



STATE & FEDERAL  
**PROGRAMS**  
Long Beach Unified School District

## Addams Elementary Family Involvement Guidelines 2024-25



As a school that receives Title I, Part A (Title I) funds, Addams has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Addam’s expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

### PART I

Addams agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school’s home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

### PART II

#### DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Addams will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the district trainings or school site training. Topics include:
    - i. Responsibilities & Roles of SSC and its members
    - ii. Composition of SSCs
    - iii. Budgetary considerations
    - iv. Single Plan for Student Achievement
    - v. Role of ELAC and other advisory committees
  - Plan meeting with SSC & ELAC members to review previous year’s guidelines and family involvement activities outlined in the Single Plan for Student Achievement
    - i. Invite other families and stakeholders to attend the meeting
    - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
  - At Meeting
    - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
    - iii. Oral and written translations be made available for Spanish families to allow for discussions



2. Addams will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
  - At a SSC & ELAC meeting
  - Section of Newsletter
  - Annual Title I Meeting
  - Main Office Counter
  - Back to School Night
3. Addams will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
  - At SSC and ELAC meetings
  - Family information meetings
  - School site council must vote to approve the guidelines
4. Addams will convene an Annual Title I Public Meeting to inform families of the following:
  - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
  - Hold a flexible number of meetings at varying times
  - Notifications/fliers sent home in language families can understand
  - Announcement made on school marquee, through SchoolMessenger and Teleparent
  - Child care provided
5. Addams will provide updated information to families about Title I programs throughout the school year:
  - Section of Newsletter
  - On Main Office Counter
  - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Addams will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Addams will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 

Family workshops;

  - Family surveys'
  - Principal chats
  - In school newsletters
  - Back-to-School night
  - At SSC & ELAC meetings
7. Addams will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
  - Coordination of Transitional Kindergarten at selected sites
  - Promotion/advertisement of the District's Kindergarten festivals
8. Addams will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
  - At SSC Meetings

### PART III

#### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Addams will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for families and staff
  - Family education workshops on site
  - Family-Teacher Conferences
  - Family Workshops posted on district website
  - DCAC, DELAC and other district family forums/meetings
  - District website resources: click “P” for Parent University
2. Addams will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
    - Distributed home to families and available on the school website
  3. Addams will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
    - the state’s academic content standards
    - the state and local academic assessments including alternate assessments
  4. Addams will, with the assistance of the district, provide materials and training to help families work with their children to improve their children’s academic achievement, as appropriate, to foster family involvement, by:
    - Family Workshops
  5. School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
    - Teacher/Staff In-services
  6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
    - Kathleen Suarez/Ivonne Turcios will be doing the translations of written materials/notifications that are sent to families

#### PART IV

#### DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;

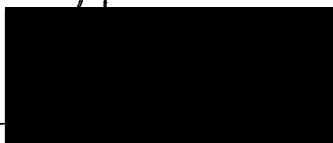
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

\* \* \* \* \*

PART V  
ADOPTION

Addams Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 09/25/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/12/2024. Addams, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Principal Signature \_\_\_\_\_



Date \_\_\_\_\_

9-25-24



## Addams Elementary Guía de Participación Escolar para las Familias 2024-25



Como escuela que recibe fondos del Título I, Parte A (Título I), la Addams ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Addams para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

### PARTE I

La Escuela Addams está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

### PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Addams tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
    - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestarias
    - iv. Plan Único para el Rendimiento Estudiantil
    - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
  - Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
    - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión

- ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
  - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
  - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
  - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español para permitir discusiones
- 2. La Escuela Addams tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
  - En la reunión del SSC y ELAC
  - Sección del Boletín Informativo
  - Reunión Anual del Título I
  - Mostrador de la Oficina Principal
  - Noche de Regreso a la Escuela
- 3. La Escuela Addams actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
  - En las reuniones de SSC y ELAC
  - Reuniones informativas para las familias
  - El Concilio del Plantel Escolar deberá votar para aprobar la guía
- 4. La Escuela Addams convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
  - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
  - Llevar a cabo distintas reuniones durante horarios flexibles
  - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
  - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Teleparent
  - Se proporcionará cuidado de niños
- 5. La Escuela Addams proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo: Sección del boletín informativo
  - Mostrador de la Oficina Principal
  - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
- 6. La Escuela Addams les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Addams también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
  - Talleres para las familias; encuestas para las familias
  - Pláticas con el director(a)
  - En el boletín informativo de la escuela
  - Noche de Regreso a la Escuela
  - En las reuniones del SSC y ELAC
- 7. La Escuela Addams coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
  - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas

- Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Addams entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
    - En las reuniones del Concilio del Plantel Escolar

### **PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE**

1. La Escuela Addams construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 

Talleres ofrecidos por el Distrito para las familias y el personal escolar

  - Talleres educativos para la familia en el plantel escolar
  - Conferencias Entre Familias y Maestros
  - Talleres para la familia publicadas en la página del Internet del Distrito
  - DCAC, DELAC y otros foros/reuniones para las familias del distrito
  - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La Escuela Addams incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
  - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
  - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
  - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. La Escuela Addams, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
  - las normas del contenido académico del Estado
  - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela Addams, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
  - Talleres para las familias
5. La Escuela Addams, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
  - Talleres para Maestros y miembros del personal
6. La Escuela Addams, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
  - Kathleen Suarez/Ivonne Turcios hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

### **PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS**

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

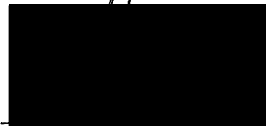
- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

\* \* \* \* \*

#### **PARTE V: ADOPCIÓN**

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **25 de septiembre 2024** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **12 de noviembre 2024** o antes. La Escuela Addams, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a) \_\_\_\_\_



Fecha \_\_\_\_\_

9-25-24